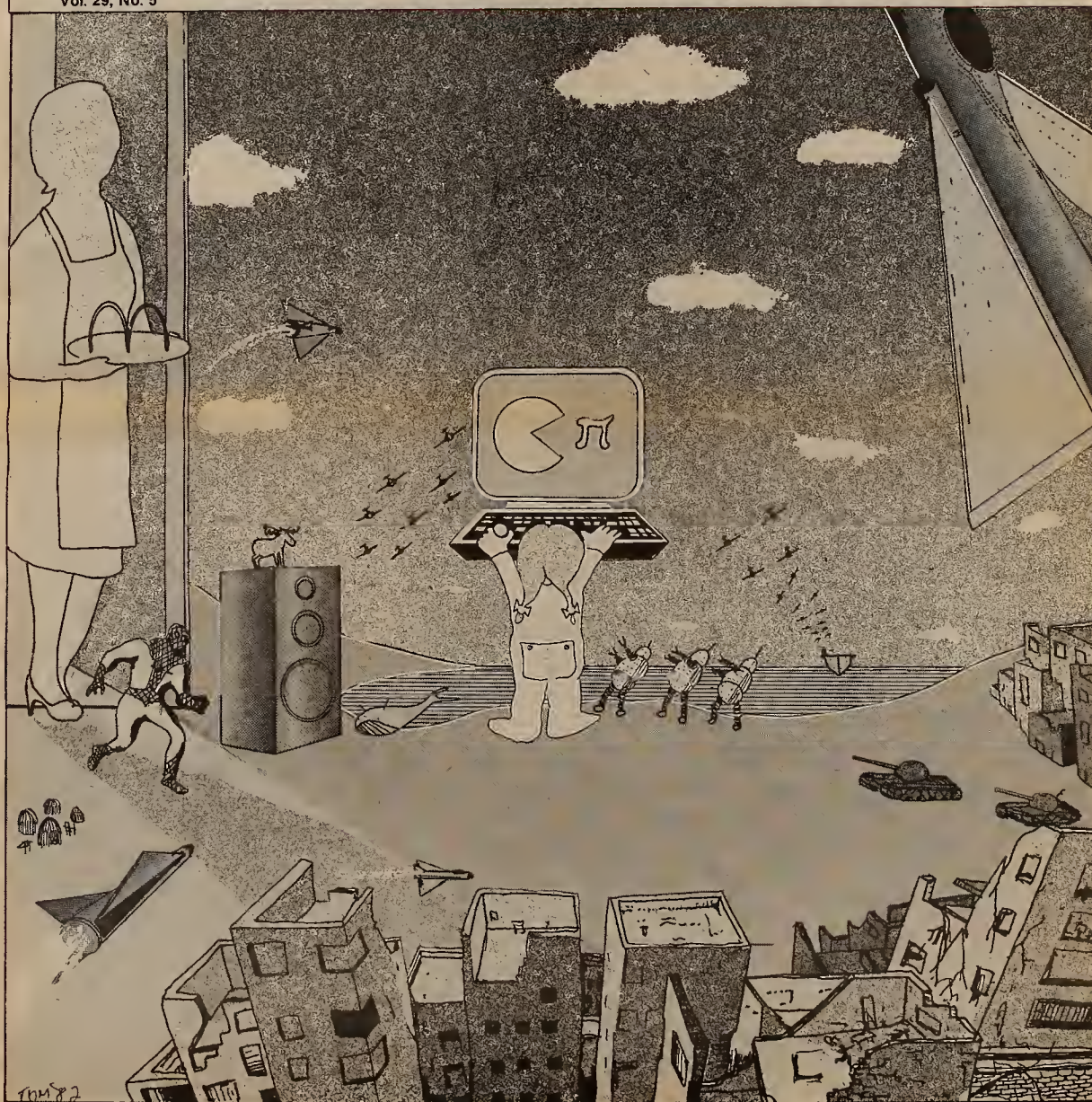




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ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

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LETTERS LETTRES

Revisionism

In his review of Edgar Z. Friedenberg's *Deference to Authority: the Case of Canada* (CAUT Bulletin, May 1982), Mark Goldstein indulges in a bit of Trudeauesque historical revisionism. He says that "...the War Measures Act...in fact was unanimously (emphasis his) supported by the Parliament." Should he take the trouble to check his facts, he will discover that the great majority of the NDP members opposed the application of the Act.

E.A. Walker,
Toronto.

Berufsverbot

In his response to Franz Hegmann's article on the *Berufsverbot* (Bulletin, Feb. 1982), Louis Hamill (Letters, Bulletin, Apr. 1982) seems seriously to have missed the point. This is that the practice of *Berufsverbot* is in actuality not directed against terrorism. Rather, terrorism has become the pretext for blatant state intervention of a purely political nature in universities, schools, and the workplace in general.

In "*Berufsverbot* an den Hochschulen der BRD" (Hegmann's footnote no. 7) are listed 178 cases at institutions of higher learning in the FRG. The accusations upon which the *Berufsverbote* are based are particularly interesting. Prominent among these is alleged membership in the DKP (German Communist Party). It need, however, only be alleged, not proved. It is up to the accused to disprove this and any other allegations.

It is worth noting in this connection that the DKP is a legal party in the FRG with no demonstrated connections with terrorism. In fact the DKP and its predecessor, the KPD, have consistently taken an outspoken and principled stand against terrorism. Imagine that in Canada you could lose your job because of alleged membership in the NDP!

But to have the *Berufsverbot* exercised against you, you need not even have alleged communist affiliations. Academics have lost or been denied jobs for politically opposing a ruling CDU government, participating in the activities of disarmament groups, taking part in demonstrations of almost any sort, failing to base scientific work on "critical rationalism" (positivism), and even for opposing the *Berufsverbot*. Among the 178 cases the only allegation that comes close to terrorism is one of "contacts with members of the Baader-Meinhof group."

One point made by Hegmann in his article deserves special emphasis. He reported that "the new legal maxim of 'guilt by association' has had a stunning effect on the free expression of non-violent, political dissent." In "*Berufsverbot* an den Hochschulen der BRD" can be found the results of a survey taken among 417 academic workers in the institutions of higher learning in the state of Nordrhein-Westfalen. Over 54 per cent felt insecure as a result of the *Berufsverbot* practice. Almost 49 per cent reported having heard rumours that in their institutions records were being taken of political utterances made by teachers; 16 per cent claimed to have concrete proof of this; and over 84 per cent believed that it was possible. Over 35 per cent felt themselves threatened by such spying, and almost 78 per cent were of the opinion that their colleagues were so threatened. Over 13 per cent reported that as a result of the prevailing atmosphere they had given up, or were prepared to give up, all activity of a political nature. It is

eminently clear from these figures that a substantial part of the academic community in that state, not merely some terrorist fringe, has been intimidated in one way or another by the *Berufsverbot*.

Berufsverbot in the FRG is a matter that ultimately touches us all, and in their struggle against it German academics need the support of the international academic community. The CAUT and individual faculty associations across Canada should become involved. Before action, however, we need information. Hegmann's article has made an important contribution to this much-needed awareness. Further information can be obtained from Dr. Ingrid Kurz, Schanzenstrasse 115, 2000 Hamburg 6, FRG. A small donation to cover costs of materials and postage, although not necessary, would probably be appreciated.

Charles Tolman
Department of Psychology
University of Victoria.

Generalizations

In his article in the *CAUT Bulletin* (April, 1982), Professor Mohammad A. Qadeer criticizes Third World studies in Canada stating that their "...interest (s) in influencing and guiding in contrast to an earlier emphasis on knowing (about) others." He further states that, "...justifying Third World studies...on the basis of manpower needs flies in the face of reality."

It is an extreme case of guilt by association to generalize so simplistically about Third World studies. Some Canadian programs are designed to train individuals interested in working for the Canadian International Development Agency and other agencies involved with international development. Others, particularly those which are minor programs, are designed to provide information and analysis of culture, arts, and socio-economic condi-

tions of particular areas or countries, and focus on "knowing about others." I am not convinced that even undergraduate programs leading to a major concentration in a Third World country or area will graduate individuals who are interested in guiding or influencing the development of Third World societies.

The broader argument presented by Qadeer is also unconvincing. He states that the Third World has the political and economic understanding and the trained manpower necessary to improve its performance. "Most of the Third World now produces enough administrators, agronomists, engineers, scientists and even doctors to take care of normal developmental tasks." The problem facing these countries "remain unattended to not so much for lack of trained personnel, as from political paralysis and organizational inertia."

Generalizations concerning the over one hundred countries of the Third World are often misleading. While India may have a "surplus" of trained manpower, there are many countries where skilled and experienced manpower is still critically short. The large scale migration into oil rich countries of the Middle East is a prime example. Advisory services and research assistance from the outside are still needed by many countries. Such assistance by "outsiders" is not necessarily the manifestation or result of a new orientation that the Third World is "somehow less-than-equal." Research and advice at critical points in the economy can assist a Third World nation to pursue its own goals more effectively.

Kenji Okuda
Department of Economics
Simon Fraser University

Shares concerns

I read with interest the article concerning financial problems of universities in

p. 4



UNIVERSITY OF BRITISH COLUMBIA

Department of Medicine
Division of Hematology

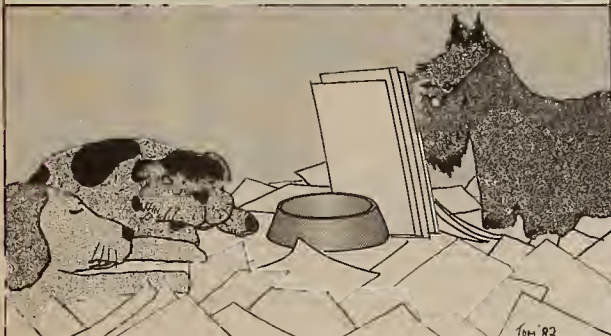
HEAD

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Commentary

The humanities muzzled

by Mary Jane Miller and
Jack Martin Miller



Scholars in the humanities place on their oral and written works limitations which seriously impede the free exchange of ideas in their own disciplines.

These self-imposed practices include the reading rather than *presenting* of a paper orally at meetings of learned societies; a separation of affiliation and address of an author from the published paper; citations split between the text and the footnotes or bibliography; and a tendency against self-citation even when it would be useful information to the reader.

A serious problem arises when scholars in the humanities gather together to exchange ideas at a conference of a learned society. Unlike our colleagues in the physical sciences, those of us in the humanities usually *read* papers. Scientists, on the other hand, give papers, usually based on an outline of varying detail, but meant to communicate information and/or ideas orally and not to be read aloud from a text.

It is perhaps the sacred nature of the written word in the humanities that makes scholars and learned societies insist that papers be read aloud to a room full of dozing academics. University professors do not usually pass their student evaluations if they read their undergraduate lectures. We know it puts our students to sleep, so why do we do it to each other?

At a scientific conference, basic ideas are presented for discussion after which the scholar goes home and either works on the problem to answer questions raised or puts the oral material into a publishable form. Even if the written paper exists, no attempt is made to *read* it. A good idea need not be in a final "perfected for publication" form prior to orally sharing it with ones colleagues.

Clear, graceful style is to be treasured of course, and some of us can read a paper and hold an audience spellbound. However, it is usually good ideas rather than elegant prose which is the purpose of the communication, and the model should be of the academic lecture from notes, not a reading from a book.

Perhaps the various learned societies might be daring and have sessions for *presented* papers rather than *read* papers. We might even try out the scientist's "poster session", i.e. type an outline up in

rotor type and pin it up on a large cork board for it to be read and discussed, with the author present at the poster at a stated time.

Questions are difficult to raise during a reading and can often be shunted aside or forgotten in a question period at the end. Many papers could profit from the less formal structure analogous to a lecture seminar, full of questions, before a small group of students. Written work could also be copied or distributed the day before and the author simply take part in the discussion. This would constitute a more valuable use of time.

In many journals in the humanities, both the lack of the author's address on papers and poor citation practices are major impediments to the free exchange of ideas. Take one case in point. Unlike most science journals which publish the authors' affiliation and address at the beginning or end of

a paper, humanities and social science journals tend to have nothing but a name, affiliation—but often no address—listed in a line or two in a bibliography at the end of the journal. When bound in a library, this bibliography is either omitted or bound in sequence, at the end of each monthly or quarterly section. It is not differentiated after binding and usually not indicated in the annual index, if one exists. This policy is even common in journals having the word "communication" in their titles.

Today, if a university library doesn't have a journal to which a scholar has a citation, it is unlikely to obtain the journal from a domestic or even foreign library, loath to part with the bound volume. The library is more likely to receive a photocopy of the paper of interest. It arrives, the scholar is stimulated and wishes to contact the author. Lo — no address, no affiliation! Back to the obliging source library with a request for a librarian to search the volume for the appropriate page of bibliographic information and back comes the affiliation, but still no address. Hence we have academics writing to Brock University in Brockville rather than St.

Catharines!

Moreover, computerized citation indexes only work if citations are complete. Although used by many scientists and social scientists, citation searching is not as prevalent among the humanities for at least two reasons. It would seem that as a result of an aversion to self-citation, the key references to a subject may well be missed, since one key work by an author often will not cite other key works by the same author. This modesty limits the linking of related thoughts through the valuable tool of a citation search, or assumes the reader to know the depth of scholarship, experiences, and publication record of the author. This may have been adequate when all the experts in a field might be found at a few institutions in a country: Oxford/Cambridge, Harvard/Yale, McGill/Toronto.

But now that scholarship has progressed beyond the "old boy" network, citation practices must reflect the new computer era, if effective communication is to be maintained in a discipline. The usefulness of footnotes without bibliography is equally questionable. For example, when an author and/or title is mentioned in the body of a paper too often, the citation is incomplete, with author title missing.

All in all, it would appear that humanities scholars put needless barriers between one another even as they present or publish the fruits of their hard work.

In conclusion, we would note that there seems to be no single journal in which to publish this paper so that it would reach the wide cross section of humanities disciplines comparable to that reached by the journals *Science* or *Nature*.

A similar journal, containing news, book reviews, political comments and scholarly papers is needed in the humanities and might well be a project of the humanities' "learned societies" of North America. Members of a given society would be subscribers to *Humanities* as well as the journal of their own society. With its large circulation and advertising by publishers, the cost per subscription to *Humanities* would be minimized and it could then serve as a real forum for problems involving all areas of the humanities.

Reform of our editorial practices, more varied forms of presentation at conferences and a cross-disciplinary journal devoted to the humanities would unmuzzle the most ancient disciplines of all — the humanities — and give them back their honourable Renaissance tradition of *communitas scholars*.

The *Bulletin* invites readers to submit opinion pieces of approximately 850 words on topics of interest to the academic community.

WILFRID LAURIER UNIVERSITY

Waterloo, Ontario



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Dr. John A. Weir, Chairman
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1/8

IN THIS ISSUE

| | |
|--|------|
| The humanities muzzled..... | 3 |
| Bilingualism and the universities..... | 5 |
| CAUT Council news..... | 7-10 |
| The Other Canada..... | 11 |
| Turkish universities in transition..... | 13 |
| English on the rocks..... | 17 |
| Grant awarded to Pugwash..... | 19 |
| Annual report — Executive Secretary..... | 20 |
| Annual report — President..... | 21 |

REGULAR FEATURES

| | |
|----------------------------|----|
| Letters..... | 2 |
| A lobbyist's notebook..... | 7 |
| Bargaining talk..... | 8 |
| Books..... | 23 |
| Vacancies..... | 25 |
| Tax tips..... | 32 |

Mary Jane Miller teaches drama and Jack Martin Miller teaches chemistry at Brock University.

LETTERS LETTRES

Manitoba, that appeared in your 1982 Special Edition. I certainly share the concerns that are presented there with relation to the current financial situation of the universities and the ramifications for the future. However, I would like to clarify the information concerning Brandon University as the data used is inaccurate and somewhat misleading.

It is important to note that the overall library budget from March 1977 to March 1981 as a percentage of all university expenditures increased from 4.35 percent to 5.07 percent. While it is true that the actual dollar difference between 1977 and 1981 acquisition budgets is \$5046.00, one must realize that 1977 was a deficit year and that the 1978 budget dropped by \$26,344.00. Since that time ground has been regained by the amount of \$31,390.00.

As well, an increase of \$44,245.00 in the area of "other expenses and supplies", which is used for computer cataloguing and external data base, has been realized. Of course, library acquisitions have fallen off here, as at other universities. The all too familiar problems of inflation and declining dollar values have ensured that. At the same time, however, it is inaccurate to assume that only \$5,000.00 has been added to the budget since 1977.

The statement concerning athletics and recruiting ("...the administration, in order to recruit more students — and gain new government grants — has poured money in to athletics and recruiting which have increased by 75 percent in costs, while academic expenses have increased by only 27 percent...") is also inaccurate. Certainly the university has invested additional resources into the recruiting function in recent years. This is inevitable when a department expands from a half time position and increases the school visitation program.

Also current demographic information on declining enrollments would seem to indicate that recruiting activity be increased. The fact that the application rate increased by 90 percent from 1979 - 1981 and that tuition as a percentage of total revenue increased from 6.75 percent in 1977 to 8.04 percent in 1981 would seem to warrant the increased investment. If one examines the Student Services budget which includes recruiting (excluding athletics and scholarships/awards) it will show an increase from 1.55 percent of total expenditures in 1977 to 1.85 percent in 1981. The actual dollar increase shows a 36 percent rise.

Similarly, there has not been a 75 percent increase in the athletic budget. The budget increased from .82 percent of total expenditures in 1977 to .96 percent in 1981. The actual dollar increase shows a 36 percent rise.

Academic expenditures have risen by a 27 percent rate in actual dollar amounts from 1977 - 1981. Interestingly, this has resulted in an increase from 32.95 percent of total expenditures in 1977 to 36.57 percent in 1981.

Finally, the statement concerning staff turnover is inaccurate. Certainly, many of our staff do have heavy workloads. This is especially evident in high enrollment courses and expanding departments. Turnover is not high as a result, however. The average rate from 1978 - 1981 is 5.29 percent. If one excludes figures from northern projects where turnover is traditionally higher, the rate is 2 percent.

In conclusion, I would like to point out that I am in agreement with the intent of the article. My purpose in writing is to clarify the data used to support the statements made.

Allen K. Gordon,
Director of Institutional Relations
Brandon University

No problems

I would not presume to question the accuracy of the events and situations in academic life in the USSR as recounted by Boris Schein in *CAUT Bulletin* 29(2) 1982. I must record, however, some occasions comparable to those he reported, but with dramatically different results.

For a number of years I have exchanged scientific literature and specimens with Soviet colleagues. I have encountered no restrictions either sending or receiving. At present I correspond with about five colleagues (spread from Leningrad to the Far East) and within the past six months I have received about seven books (totalling perhaps 1,500 pages) and about six or eight reprints of their papers. I regularly send reprint requests to the USSR (postal cards printed in four languages) and usually receive the reprint requested. I estimate about half the papers I receive are printed, about half are photocopies. The incidence of non-delivery is no greater than happens with mail from, say, Scandinavia. Indeed, the incidence of non-delivery is much less than with mail from South America. My greatest difficulty is obtaining the correct postal address of the authors because the standard reference "Zoologists of the Soviet Union" (Moscow, Academy of Science Press, 1961) is now out of date.

When I was in the USSR back in 1968, I sent home several kilos of books, journals and papers. I sent them from post offices in Moscow, Leningrad and Novosibirsk and encountered no problems with posting, or receiving, the material.

My correspondents and I have a long tradition of each writing in our own language, although we do sometimes write in the other's language. I must admit they send me more letters in English than I send them in Russian because of my lack of facility with their language. There is no indication that letters written in English have received postal treatment any different from other letters.

Soviet biologists have published in North American journals, singly as well as jointly with North Americans (e.g. — *Journal of Mammalogy* 60(2) 1979; *Evolutionary Theory* 4(5) 1980; *Mammalian Species* no. 38, 1974 and numerous recent international symposia, particularly on Beringian problems).

As I said, I do not question Dr. Schein's incidents, but because my experiences have been so different I cannot help but have nagging doubts as to the validity of the other incidents he recounted.

William O. Pruitt, Jr.
Dept. of Zoology,
University of Manitoba.

Hysteries

The article "Red tape, rules and repression", April 1982 *CAUT Bulletin*, merits a response. As a scholar with a professional interest in the USSR, I am gravely concerned about the hysteries which increasingly embellish reports on the Soviet Union.

No one who seriously studies the Soviet Union will deny that there exist major problems which its authorities must address. It may even be the responsibility of the foreign community to lobby for freer travel to and from the USSR, the eradication of anti-Semitism in the USSR and all countries, as well as the implementation of basic freedoms laid down by the Helsinki Agreements. Unfortunately, Dr. Schein's article is not written with any attempt at objectivity but with the same half-truths and innuendoes which characterize the anti-Semite attitudes he so forcibly denounces.

SENIOR SCIENTISTS GENETIC ENGINEERING — MICROBIOLOGY

Allelix Inc., Canada's first major biotechnology company, has been established to develop and commercialize discoveries with value to industry and agriculture on a world scale. A partnership of The Canada Development Corporation, John Labatt Limited and the Province of Ontario formed the venture in 1981, with budgeted expenditures of about \$100 million over the next ten years.

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Mississauga, Ontario, Canada L4V 1E1

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There are many examples which could be cited from his article, but for the sake of brevity I will mention the following. Firstly, it is ironic that, on the one hand, a man who claims that from the earliest possible age, children are "politically indoctrinated" into expressing a love for the Communist Party — an indoctrination he suggests both subverts and brainwashes — finds it necessary, on the other hand, painstakingly to argue that this indoctrination has failed (there is a need for constant re-education, surveillance, demonstration of political allegiance, etc.). There is surely no more correlation between indoctrination

and demonstrations of allegiance to political authority among Soviet school children than there is indoctrination of Canadian children who pledge allegiance to God and Queen in their schools or in Scout and Guide organizations. Moreover, if the entire Soviet education system is as heavily-weighted politically as Dr. Schein asserts, one wonders how he found time to study mathematics!

Similar arguments could be expressed about our educational system. As an undergraduate I also took compulsory

P.6

Bilingualism and the universities; a time for action

by Max Yalden

This is the text of an address by the Canadian Commissioner of Official Languages to the 1982 meeting of the CAUT Council.

I have been asked to talk frankly about the role of the universities in promoting bilingualism, a subject in which I have a great interest. I am not here to carp or play at theorizing. I want rather to offer a few practical suggestions.

First, a few words on the role of universities in preparing Canada's next generation of leaders for the realities of Canadian society. I'm enough of an optimist to believe I don't need to convince you that universities ought to be in the vanguard of such a movement.

Universities do more than just produce the educated elite of tomorrow. They exercise an enormous influence on all phases of education. Indeed, they define our very concept of education. In that sense universities are, in my view, natural leaders in the area of second language learning.

This does not mean they must assume all the responsibility for imparting second language skills to Canadians — far from it. But it does mean that they cannot remain indifferent. They have to assess and respond to the language learning needs not only of students, but also of professors, of Canadian business and public administration, and of Canadian society as a whole.

Until the mid to late sixties, second language requirements for entrance to Canadian universities were commonplace. The abandonment of entrance requirements, or for that matter obligatory courses of any sort, was of course part of a general loosening up of academic standards, not a conspiracy against official or any other languages. Nonetheless, one of the results was the demise of the idea that post-secondary students should be expected to have some knowledge of a language or languages other than their own.

A recently released AUCC survey of 59 post-secondary institutions reveals that only two of them require a knowledge of both official languages as a general condition of admission. A handful more require them for one or more specific programmes, but often the programme concerned is language study. Even in the United States, which its own Secretary of Education has characterized as a country of linguistic bumpkins, some eight per cent of colleges and universities require a second language for admission, and the Secretary is calling for the reinstatement of the requirement in all post-secondary institutions. Where does that leave us?

It is surely not surprising, given the authorities' lack of apparent interest, to find that secondary school enrolments in French as a second language have dropped substantially. In the decade from 1970 to 1980, for instance, secondary level participation rates in the nine largely English-speaking provinces fell from 56 per cent to 40 per cent. In Quebec, the situation is rather different, since English is still a required subject in the secondary schools in that province and is studied by something of the order of 98 per cent of young people at that level.

At the same time, at the elementary level, we have seen the phenomenon of early French immersion classes turning into one of the great success stories of Canadian education. From its beginnings in the Montreal area in the early 70's, immersion has spread to every province and territory. It is

not just an eastern or an urban phenomenon. The most recent figures available, for 1980-81, show approximately 60,000 school children in French immersion classes across Canada and the numbers are increasing all the time.

And how are the universities responding to these changes? I'm afraid that, with a few honourable exceptions, French in anglophone universities is still very often seen as a literary pursuit to be confined to the French Department. English in our French-language universities does not fare much better — but there is a difference. Many courses, particularly technical ones, lean heavily on English text books and the impact of English off the campus is different from that of French in English Canada. And, let us face it, the market forces exerted by a largely English speaking continent cannot help but affect the thinking of young people who expect to travel and work outside their native province.

In any event, it is a fact of life that our universities, by and large, are out of step. What reasons can they offer? The commonest answer is that they should not have to make up for the shortcomings of secondary-level language learning. Nor will it be news to you that this is not the best of times to be building new programme requirements.

But there is more to it than that. It almost seems at times as if universities see language teaching as beneath them. Why? If music and film appreciation can be taught, why look askance at second language teaching? Or is it that the universities have conditioned themselves into seeing languages as marginal or non-functional parts of the education process?

But enough about what's wrong. As practical people, we should be talking about practical suggestions.

Why not implement a second language entrance requirement?

I believe this would be a crucial step forward. But if a universal, second official language requirement were thought to be too much to swallow, it would be sufficient simply to require a second language, whatever its usefulness. I am sure in any case that by far the majority of Anglophone students would have French as their second language, as their Francophone counterparts would have English.

Nor does the requirement have to be universal for all faculties. But why should it

not apply, say, to Arts and even Science admissions?

Moreover, it has been successfully done. The University of British Columbia's second language requirement took effect in September 1981, after a four-year warning. First-year entrants need a grade 11 certificate in either French or some other second language. The Registrar reports that there was no effect on 1981-82 enrolments and that no screams of complaint have been heard from secondary schools.

Other universities are now looking at the question. The University of Alberta's Task Force on Second Languages recommended last year that all faculties examine the merits of introducing or reintroducing a second language requirement. And the Association of Atlantic Universities has set up a task force to consider a policy on the French language. So there is some involvement already. I only hope it will spread.

Alternatively, why not implement a second language graduation or exit requirement?

This is of course an action that more directly affects the university itself and less the secondary schools. It means more university second-language courses.

I was interested to note in the AUCC survey that apparently only one university now requires knowledge of the second official language for graduation from all undergraduate programmes. I find this rather sad, but on the other hand I'm not about to call for every Canadian university to impose such a requirement on all prospective graduates. Rather, it seems to me that a selective and phased approach would be more appropriate. Exit requirements on a faculty-by-faculty or programme-by-programme basis are something I would ask you to consider very seriously whenever you're involved in planning academic programmes.

Obviously, this is not a question that can be considered in isolation from the larger issues of providing more — and more functional — language courses, and of providing instruction in the other official language. After all, unless courses are there, a prerequisite for graduation does not mean much administratively.

Why not teach courses in the second language?

Here again I'm speaking mainly of Anglophone universities. As I suggested a

moment ago, the importance of English does seem, despite moments of neglect, to receive some recognition at French language institutions. And our few bilingual universities do, in their various ways, acknowledge the status of both official languages.

Nor, in the English universities, is it a matter of doing away with the traditional offerings of French departments, or of laying off professors of French literature in order to hire bilingual bio-chemists and engineers.

But that in no way precludes the possibility that some existing courses in other disciplines could be taught in French where linguistically competent teachers are available and where there is some practical benefit to having bilingual graduates in a given field.

Why are such steps necessary?

It is, I think, abundantly clear that you are going to have to respond to a growing influx of freshmen from immersion and other improved language programmes across the country. These students have in some measure been educated through French. They will not all be pursuing either French language or literature studies at the university. Yet many of them will be accustomed to having a certain proportion of their courses taught in French.

Moreover, our society is evolving in such a way that bilingual skills will be needed in many fields where their use was not obvious before. This need is not confined to the public service. Just recently, Gregory Evans, Chief Justice of the Ontario Supreme Court, told the Law Society of Upper Canada that bilingual courses are now necessary in Ontario law schools, to produce lawyers proficient in both languages. Those seeking to do business across Canada, or to understand our society — past, present and future — will, I have no doubt, have an edge if they are bilingual. Nor should we be thinking only nationally. I think it is beginning to be realized in Canada, as in the United States, that we sell ourselves short abroad, in commercial relations as well as in diplomacy, if our representatives are unilingual.

That is why I was delighted to learn of several interesting initiatives under way at the University of Toronto. Next year the Philosophy Department, History Department and the Religious Studies Department will all be offering courses in French. According to the Chairman of the French Department "this isn't costing a bean". This last is always good news to academic ears. And to take one other example, an informal survey at Simon Fraser, a university not situated in one of the more bilingual parts of the country, turned up at least fifteen professors sufficiently bilingual to teach their specialties in French. Could you not have a look on your own campus?

None of this would be language teaching for the sake of language teaching. The important thing is to enable students to acquire information in another language. It is

 p.8



A recently released AUCC survey of 59 post-secondary institutions reveals that only two of them require a knowledge of both official languages as a general condition of admission... Even in the United States, which its own Secretary of Education has characterized as a country of linguistic bumpkins, some eight per cent of colleges and universities require a second language for admission, and the Secretary is calling for the reinstatement of the requirement in all post-secondary institutions. Where does that leave us?

Max Yalden, Canadian Commissioner of Official Languages,
CAUT Council 1982

LETTERS LETTRES

courses: Economics (which somehow failed to mention that there were other schools of economic thought other than those of North America), Christian Philosophy (which again failed to mention many of the atrocities which were carried out in the name of the Church — and which Professor Schein may have studied in his Scientific Atheism course), English (which neglected the stories of Canada's many ethnic and indigenous peoples, as if somehow everyone descended from Anglo-Saxon stock and therefore only desired and needed Shakespeare and Dickens). Where does this all leave us? Simply with the reality that there are problematical areas in educational systems of all nation-states. The pot calling the kettle black' does little to advance human understanding.

Second, I particularly take exception to Schein's analysis of student life. He tells us that students must pass entrance examinations which are discriminatory, that a great part of the summer vacation is taken up with "labour terms", and that students who graduate are "accused for three years to a job in any part of the country." But what the good professor does not tell us is that entrance examinations are the common vehicle for granting admission to higher learning in most European countries and to a greater or lesser degree they are all discriminatory (favouring the white male privileged strata).

He also neglects to mention a fundamental difference between Soviet and Canadian education in that every Soviet student attends school, throughout his/her entire educational career, free of charge. Could it not be argued that such a system requires some obligations to the community on the part of the students — e.g., help with agricultural work in a country that in 1917 was overwhelmingly comprised of illiterate peasants (83% of the population) and which still requires a good deal of manual labour at particular times of the year; or some other form of repayment for the free education received? Professor Schein might be interested to know that if he had attended Queen's University to obtain his equivalent Soviet Ph.D., he would have paid over \$1000.00 per year in tuition fees for his undergraduate and graduate work. Of course, being a non-Canadian, Dr. Schein's fees would be far higher.

More importantly, Dr. Schein should put to the test his notions on student freedom to work when and where one likes. I suggest he visit any of Canada's campuses and ask students if they: a) would like free education in return for "labour terms" in the summer; b) free education and a guaranteed job in return for three years work in a designated part of the country once graduation has occurred. I think he would be very surprised by the response. Every Canadian professor knows the administrative load when student evaluations and referee's reports have to be written for students seeking either part-time or permanent positions.

Third, I find it ironic that Dr. Schein provides us with the most minute details of censorship, of the lack of academic freedom, of the closest political scrutiny in the same issue of the *CAUT Bulletin* which denounces Canada's Security Service for "collecting information on homosexuals, on Canadians who have travelled to Soviet bloc countries, attended East-bloc diplomatic functions or who subscribe to Communist newspapers, etc..."

At any rate, my personal experiences differ greatly from that of Dr. Schein. In carrying out my personal research in the USSR in 1973-74, I personally used photo-copying machines in Moscow, machines which were accessible to Soviet and foreign students

alike. I have also had great success in obtaining Soviet material on inter-library loan from the Lenin Library, something I cannot say for many North American libraries. I have received and sent articles to the USSR with none of the problems which Dr. Schein outlines. Why the disparity with your experiences, Dr. Schein? Could it be that your version of "the truth" is intended to pander to the anti-Soviet sentiments now in vogue in Reagan-America?

Finally, if Dr. Schein believes education in North America is somehow free from bias, from political indoctrination, (which he implies), he should read some of the vast volume of literature on "the hidden curriculum", "earning to labour", etc. Each and every one of his university aims, as laid down by Soviet law, could be expressed in Canada, simply by changing Marxism/Leninism/Communism to capitalism.

I realize that the *CAUT Bulletin*, as the official mouthpiece of Canadian university teachers, must strive to be fair and allow divergent viewpoints to be printed in its pages. But surely the editorial staff must also be objective. As Sir Bernard Pares, the famous British historian once said about Russia: "World opinion, to have its effect on Russia, as on others must be frank, but it cannot afford to be ignorant."

Professor Schein's polemic is neither frank nor enlightening. It is, however, dangerous. For in a world that has never before been in such need of peace and understanding, it adds to the present well-orchestrated chorus of hysterical abuse that seems designed to prepare public (including academic) opinion for impending conflict and inevitable apocalypse.

Hartford A. Cantelon,
School of Physical and Health Education,
Queen's University.

Prof. Schein replies:

Some privileges of foreigners in Russia are inaccessible to Soviet citizens. Dr. Pruitt's experience does not contradict mine. He may get answers to his doubts in the publications referred to in footnote one following my article. One recollects casual stories from one's life. My manuscript circulated among Soviet mathematicians now in the West, and only those episodes their consensus considered as highly typical were left. I never claimed it was impossible to mail anything out of Russia. As editor of five international mathematical journals, I helped Russians overcome tremendous difficulties with sending their papers abroad.

Dr. Cantelon attributes to me statements I never made: political indoctrination has failed in Russia, students should be free to work when and where they like, education in America is free from bias, etc. He guessed that I abhor forced labour and advises me "to put to the test" my abhorrence. He accuses me of not telling various things about European countries, not mentioning "a fundamental difference between Soviet and Canadian education." Though I was to Canada more often than Dr. Cantelon was in Russia, my expertise on Canada is not considerably greater than his on the USSR (judging by such fictions as free access of Soviet students to photo-copying machines or "guaranteed jobs" that exist solely in Communist propaganda). His harangues at Canada and "Reagan-America" are red herrings because my subject was Russia. The direction of the flood of refugees answers his comparisons of the Western and Communist worlds and conclusions that "the pot is calling the kettle black."

My audience is sophisticated enough, so I give only one example of Dr. Cantelon's logic. He doubts whether Soviet education

is "heavily-weighted politically" asking rhetorically how I found time to study mathematics in this case. Then he says: "Similar arguments can be expressed about our educational system." Then how did he find time for his studies? If my arguments fail, what about his "similar arguments"? And if they do not, why does he imply they do? You cannot have your cake and eat it too.

A Soviet university graduate who becomes a university teacher or a doctor may spend his net monthly salary on 56 kg of poor-quality beef in a shop or 15-22 kg in a farmers market (because there is no meat in shops), or on one cheap man's suit, or on 1/85th of a car. An experienced engineer after long years gets 15-30 per cent more. Dr. Cantelon may believe education is free in Russia. Did they mention in his compulsory Economics that there is no such thing as a free lunch?

When discussing views of an opponent, let us leave heated verbiage like "hysteries" and "pander" where it belongs, in *Völkischer Beobachter* and *Pravda*. A more or less unconscious inclination of many Westerners to impose their own experiences and values on Soviet Russia may be a hazardous misapprehension. In my article I gave facts and avoided conclusions. Truth is not dangerous. Ignorance is.

Repair damage

The following letter addressed to Prof. J.A. Kellen was referred to the *Bulletin* for publication:

Your letter entitled "One-sided propaganda" in the December 1981 issue of the *CAUT Bulletin* was only recently brought to my attention.

It was discouraging to read such a letter by a professional person — especially when I had just completed a lot of research for a broadcast on repression and labour reform in China.

Neither "right" nor "left" has any monopoly on torture and barbarism. In fact, when carried to extremes, both become one and the same — intolerant regimes depending on fear to retain power. Russia has a particularly bad record of violating human rights and seems to ignore world criticism. Letters like yours, however, do nothing more than dishearten those who try to do something about injustice.

You suggest that Amnesty (International) identifies with the left; *Izvestia* insists the organization is "maintained by imperialist secret services" (August 20, 1980). Surely this means we are doing something right.

Could you not help us repair the damage you have done by your letter by using your medical associations to condemn Russia for

its abuse of hallucinogenic drugs and psychiatric techniques?"

Jennifer Wade,
Chairman,
Amnesty International — Halifax

Rights withheld

The following letters were submitted to the *Bulletin* for publication.

Steven B. Goban,
Acting Director,
Office of International Relations,
Social Sciences and Humanities
Research Council of Canada.

I received your letter of 24 February 1982 with considerable concern. As you know, I applied for grant support from the International Scholarly Conference Programme to attend the International Conference on Law and Psychology for which I had been invited to give an address on my research. Your 24 Feb. 1982 letter informed me that I am ineligible for support because I am not a Canadian citizen.

I realize that you are not the decision maker on this policy. However, I wish to express, through you, my strong objection to this policy.

First, it has always been my understanding that landed immigrants have the right of Canadian citizens except for matters like voting and holding political office. In this regard, I and other landed immigrants are concerned that we can be stripped arbitrarily of other rights as well. What do future policies hold in this regard? If the answer is that this is a "limited" action favoring Canadian citizens over landed immigrants, then why do it at all?

Second, this policy against non Canadian academics raises issues of academic freedom. In this case, for instance, I will be financially unable to attend the conference in Wales, thereby injuring my ability to disseminate research information. The U.S. does not allow dual citizenship. Thus, taking out Canadian citizenship would require me to give up my U.S. citizenship. In effect, I am being told to engage in a political behavior (i.e., become a Canadian citizen and denounce my U.S. citizenship) in order to get financial support for my academic activities. I and other Canadian-based professors take academic freedom seriously and this policy is clearly an infringement.

Third, this policy has the effect of creating friction between Canadian citizen academics and landed immigrant academics

➡ p.10



UNIVERSITY OF ALBERTA Henry Marshall Tory Chair

The University of Alberta has established three endowed Henry Marshall Tory Chairs. The positions are intended to attract outstanding individuals who, by their presence, will enhance the reputation of the University and provide leadership and experience for the strengthening of teaching and research in specific disciplines at the University. These disciplines are not determined in advance of the competition except as to general academic classification. One of the Chairs, reserved for the Humanities and Social Sciences, is now open for competition.

Existing staff are not eligible for appointment to these Chairs. Appointees are awarded tenure and are attached to departments, faculties, or Institutes. Chairholders undertake some form of teaching while pursuing research in their fields of interest. Nominations and applications are invited. Enquiries, nominations, and applications should be directed to:

Dr. R.G. Baldwin
Vice-President (Academic)
The University of Alberta
Edmonton, Alberta, Canada
T6G 2J9

Nominations should be received before November 15, 1982. The University of Alberta is an equal opportunity employer.

Ken McGovern new CAUT President



Edward Maher



Ken McGovern

Professor Ken McGovern of Campion College, University of Regina, is the new President of the Canadian Association of University Teachers. The CAUT elected Professor McGovern at its annual council meeting held in Ottawa May 10-13.

Professor McGovern is a graduate of the University of Windsor and holds a Ph.D. in philosophy from the University of Ottawa. He served as Chairman of the Faculty Association of the University of Regina and was chief negotiator for the faculty collective agreement. For the past two years, Professor McGovern has been Vice-President Internal of the CAUT.

Professor Sarah Shorten of the University of Western Ontario is the Association's new Vice-President Internal. Professor Shorten is a graduate in classics from the University of St. Andrews, Scotland and holds a Ph.D. in philosophy from Washington University, St. Louis. She was on the executive of the UWO Faculty Association for several years and sat on many university committees. She served as the university's representative to the Ontario Confederation of University Faculty Associations and CAUT and in 1980-81 was President of OCUFA.

Professor Philip Welch of the Faculty of Medicine, Dalhousie University, was re-elected the CAUT's Vice-President External. Professor Welch is a graduate in medicine from the University of Edinburgh and holds a Ph.D. from the Johns Hopkins University. He is also Director of the Cytogenetics Laboratory at the Izaak

Walton Killam Hospital for Children in Halifax and a consultant in medical genetics to a number of Nova Scotia hospitals. He is a former President of the Dalhousie Faculty Association.

Professor Edward Maher of the Faculty of Administration, University of New Brunswick, is the CAUT's new Treasurer. He holds an MA in economics and finance and an MBA in management from the University of Pennsylvania. Professor Maher has been highly involved in faculty association work over a period of several decades at the local, provincial and national levels. He served for many years as member of the executive committee and two terms as President of the Association of University of New Brunswick Teachers. In addition to sitting on the CAUT council, he has served on CAUT's Economic Benefits Committee and is at present a consultant on pensions to the Committee. Professor Maher is a member of numerous professional associations and is President of the Institute of Public Administration New Brunswick region.

Professor Jim Foulks of the Faculty of Medicine, University of British Columbia, is Past President of the CAUT. Professor Foulks was for many years Chairman of UBC's Department of Pharmacology and has been President of the Faculty Association at UBC and Chairman of the Academic Freedom and Tenure Committee of the CAUT.



THE UNIVERSITY OF
BRITISH COLUMBIA

School of
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Applications are invited from Canadian citizens and permanent residents for two tenure track faculty positions in Physical Therapy. Responsibilities include teaching, scientific inquiry, and clinical service based on expertise. Doctoral degree preferred, master's degree required. Salary and rank commensurate with education and experience. Send résumé to Director, School of Rehabilitation Medicine, IRC 328, University of British Columbia, Vancouver, B.C. V6T 1W5, Canada, (604) 228-4481.

A LOBBYIST'S NOTEBOOK

by Donald C. Savage.

A promise from Gerald Regan

Secretary of State Gerald Regan met the provincial ministers of education on July 9 to launch the second round of EPF negotiations — the round to secure a new formula and structure for federal payments. He said: "There are a number of ways in which federal goals can be met and it is my intention to seek the views and suggestions of the provinces and the post-secondary community before I recommend a particular course of action to my colleagues in the federal cabinet."

Whither Ottawa on EPF?

It would appear that the main focus of the federal government in the upcoming negotiations will be focused on student aid. It intends to divert some of the money currently transferred to the provinces to student assistance. The Secretary of State wants the aid to be equitable regardless of the province of origin of students. He favours an independent organization to administer the means test for both levels of government. He wants the mix of grants and loans to depend on the ability to pay, and he wants the cheque for the Ottawa portion to come directly to the students. He made it clear that the funds should not become simply a subsidy to the provincial treasuries.

The 18 per cent solution

The Ontario rumour mill has it that the provincial government will announce in the early fall that student fees will go up 18 per cent per year each year for the next five years.

Foreign students

Flora McDonald, the Conservative M.P. for Kingston and the Islands, raised the question of foreign students with the Minister of Employment in the Committee on Labour, Manpower and Immigration. She suggested that universities should be able to hire foreign students in order to help them financially. The Minister indicated that he was sympathetic. The Secretary of State told the provincial ministers that he attached importance "to developing a sensible policy with respect to supporting students from underdeveloped countries who wish to study in Canada." At the present time no foreign students may secure temporary employment in Canada unless this is part of a study plan approved by the federal government. The Canadian Association for African Studies has been pressing for some time for changes in the regulations to permit African students to work while they are studying in Canada.

The silly season in Ottawa — Pornography and Bill C-53

The following is a verbatim report from the *Globe and Mail* of a day in the life of the Justice and Legal Affairs Committee:

Richard Mosley, a federal prosecutor who helped draft the proposed law, said the provisions are aimed at borderline material that would escape conviction under current law. He gave as an example a photo of a child eating a popsicle in a "sexually suggestive way."

"A popsicle?" Mr. Hnatyshyn marvelled.

Mr. Mosley said popsicles can be shaped in a phallic way.

He said it is hoped the courts will apply the law to "soft-core" material dealing with children.

Conservative MP Chris Speyer (Cambridge) asked whether it could be used to outlaw blue-jeans commercials by Brooke Shields, the young Hollywood actress.

Mr. Mosley said he didn't think so but it might.

Svend Robinson, NDP justice critic and member for Burnaby, asked whether it might apply to a Coppertone Tan Kid commercial showing a dog pulling down a child's bathing suit.

Mr. Mosley said sexual conduct had to be involved.

"You've already told us sexual conduct includes anything from carrying a suitcase to eating a popsicle," Mr. Robinson said. (At a previous meeting, Mr. Mosley said asking a child to help with a suitcase could be the first step in seduction and could be prosecuted as a crime under the proposed law.)

Mr. Robinson asked Mr. Chretien to produce a single pornographic scene involving children that couldn't be prosecuted under present law.

Mr. Chretien was unable to, but Mr. Mosley said nudist magazines featuring children might escape an obscenity conviction.

Mr. Robinson asked him to name one unsuccessful prosecution. Mr. Chretien couldn't. Mr. Speyer said the bill appears to be a prosecutor's bill that reflects few of the concerns expressed by witnesses who appeared before the committee during the spring.

Tax on research equipment in Ontario

The Treasurer of Ontario imposed a sales tax of 7 per cent on university research equipment when he made sweeping changes to the provincial sales tax last spring. Lobbying by OCUFA, the University of Toronto Faculty Association, the Council of Ontario Universities and the Toronto administration persuaded Mr. Miller to introduce a rebate scheme for such university purchases.

Public opinion poll in Quebec

FAPUO and the Quebec rectors jointly commissioned a public opinion poll concerning attitudes towards the universities held by the general population in the province. The poll was done by Sorecom and showed that 85 per cent believed that the government should maintain or increase its funding for universities. Universities placed third in respondents' priorities, behind health care and environmental protection, but ahead of public transit, welfare and business assistance.

BARGAINING TALK NÉGOCIATIONS

by Howard Snow

Mount Allison, Guelph and Victoria Faculty Associations continue their pursuit of a bargaining relationship with their respective universities. Mount Allison University Faculty Association applied for certification over a year ago and is now awaiting the decision of the New Brunswick Industrial Relations Board. Following many days of hearings spread over most of the last year, the parties submitted extensive written briefs and the matter is in the hands of the Industrial Relations Board. The sole issue left to be determined in the case is whether or not the faculty members at Mount Allison are employees under the New Brunswick Industrial Relations Act or whether they have sufficient managerial authority to be excluded in the same way that Deans and Vice-Presidents are at other universities.

At Victoria the Faculty Association has been engaged in "on again, off again" negotiations with respect to a Special Plan. During the last few months the negotiations have been largely "off". At the last report there seems to be some hope for the negotiations getting back on track.

At the University of Guelph, the Faculty Association continues its preparations for a Special Plan. Readers of the column will recall that the Faculty Association voted last fall to pursue a Special Plan relationship with the University. Since that time, the Association has been preparing for negotiations of a comprehensive agreement with the University. Progress is reported to be slow but steady.

Negotiations

Last year's round of negotiations has largely been completed. One of the major stories involves the arbitration decision at the University of Toronto. Readers will recall that the Faculty Association at the University of Toronto operates under a Special Plan arrangement. For several years the final dispute resolution mechanism was a hybrid mediation-arbitration system: mediation in the sense that the employer was not bound, arbitration in the sense that the Faculty Association was bound. While the University had never rejected a mediator/arbitrator's report, there was considerable feeling that the mediator/arbitrator fashioned his award in light of the realities of who was "bound by" it and who had to "accept" it. As a result, the Faculty Association in the fall of 1981 sought an amendment to their Special Plan arrangement in which the culminating step would be arbitration.

Following extensive negotiations on this issue, representatives of the President of the University of Toronto and representatives of the Faculty Association agreed to an arbitration mechanism. The governing Council then refused to endorse it. They committed themselves to accept the decision of the "arbitrator" but would not legally bind themselves to it. The governing Council took the view that committing themselves to arbitration was "illegal." While the matter of the legality of arbitration was being pursued in the courts,

the parties went to the negotiating table and failing a negotiated settlement, proceeded to arbitration as the final step.

In his award, the arbitrator dealt with a number of matters. He concluded that salary erosion and salary catch-up were matters that he could deal with, and that in fact, faculty members and librarians had suffered an erosion in real salaries at the University of Toronto of about 25 per cent in the last decade. He excluded the progress through the ranks increments on the basis that they are not meant to advance the salary ranges but to recognize merit by moving individual members through the ranges. He therefore concluded that they should not be used to determine how faculty salary ranges have fared over a number of years. He concluded as well, that the salaries of the members at the University of Toronto have generally lagged behind those in the public sector. He compared the salaries of faculty with the salaries of school teachers and concluded that there was no reason to justify the deterioration in faculty salaries relative to those of secondary school teachers.

Although he recognized the difficulties imposed by the financial ability of the University, he concluded that where salaries have been allowed to erode as they have to the economic benefit of both the University and the provincial government he was obliged to provide for some significant rectification. He set a goal of completely restoring salary levels in the near future. In doing so, he awarded 8 per cent effective July 1, 1982, 6 per cent on January 1, 1983 and an additional 4 per cent on April 1, 1983. Thus individual salaries will rise 18 per cent over the year but at a cost of only 12 per cent to the University. It will be very interesting to see what happens in next year's bargaining. A number of other negotiations have been concluded. None involved anything of significant interest. There have been a number of benefit improvements and various salary increases running in the 10 - 17 per cent range.

Meanwhile, negotiations at other universities continue with few signs of progress. At Concordia and Winnipeg the Faculty Associations have been negotiating first collective agreements for a year or more. The Province of Quebec has for a number of years had first collective agreement arbitration. The new government in Manitoba has recently passed a similar provision. Thus the Faculty Associations at both Concordia and Winnipeg are moving towards first agreement arbitration. Negotiations at Laurentian and Windsor have resulted in considerable conflict and both are moving into the conciliation stage. Settlements will not come easily at either institution.

At both Brandon and York new collective agreements were negotiated during the spring. In both universities there was considerable controversy. At York there was discussion about the possibility of a strike but the membership ultimately voted in favour of a "last offer" from the employer. At Brandon the Faculty Association negotiated a tentative agreement and then had second thoughts. Late in the negotiations, the administration had introduced a proposal for market differentials which had been accepted. The negotiators and the executive did not like the notion of market differentials but the agreement was ratified nevertheless.

Miscellaneous

In events at CAUT, the annual Collective Bargaining Conference was held in Kimberley, Ontario in late June. Although all of the Collective Bargaining Conferences have been generally successful, this year's version is viewed as the most useful Conference to date... The CAUT Board has approved new model clauses on both Privacy of Information and Sexual Harassment... The CAUT Board also elected a new person to chair the CAUT Collective Bargaining Committee. Bob Kerr, a law professor at the University of Windsor, is the new Chairperson... In changes in staff at the CAUT office, Don Savage the Executive Secretary is going on a year's leave. Ron Levesque, who is just completing a year's leave, will take over as Acting Executive Secretary with responsibility for Collective Bargaining.

Bilingualism...p.5

an opportunity which ought to be a component in any Canadian education of quality.

Why not explore other ways of satisfying students' interest in language?

It is, I think, a reasonable assumption that there will be an increasing demand for French language courses per se, at all levels from basic to advanced. Non-credit language courses offered by extension departments have been booming in the last few years. It should not be difficult to offer similar experiences — credit and non-credit, daytime and weekends, for full time students, or to combine language courses that stress communication and functional vocabulary with degree programmes in other fields. For example, the University of Western Ontario already combines a Diplôme de française pratique with a B.A. in Administrative and Commercial Studies. If Western can do it, why not others?

There are related, obviously non-credit activities, some of which may sound trivial to certain ears, which promote a more effective knowledge of a second language. The examples I give refer to French, but they could apply to English in Quebec, or indeed to other languages. They include:

- French drop-in centres, like those at the universities of Calgary, Saskatchewan and others;
- French residences or floors in residences, like those at Queen's, Mount St. Vincent and Guelph;
- exchanges of anglophone and francophone professors;
- development (with federal financial sup-

port) of a programme of University Fellows in French Studies, as recommended by the Council of Deans of Arts and Science in a 1980 report to the Council of Ontario universities; and

□ creation of a scholarship programme, supported by provincial or federal governments or both, for secondary school graduates who show competence in both official languages, as recommended by the Federation of New Brunswick Faculty Associations four years ago.

Some of these ideas are not costly. Others would carry a more substantial price tag. However they are deserving of, and may well be eligible for, government support. I can't stress too strongly that you are the people — individually and collectively — who ought to be putting sustained pressure on provincial and federal governments to get them to support the additional costs of this kind of programme.

The federal-provincial programme for official languages in education has been in existence for over ten years. One of its components, the Special Projects Programme, is designed to offset the extra costs of the kinds of initiative that I have been talking about: development of new courses, additional teaching salaries, materials, administrative costs and so on. The federal government pays half of such additional costs.

Yet it is discouraging to note that over the decade of this programme's existence, only about 2 percent, at most, of its budget each year has gone to universities for second official language instruction. This is not a reflection of government policy but of lack of demand. Universities could have

had a much greater share of these funds if they had asked the provincial governments to support and forward their requests to Ottawa.

In other words, the chances of federal funds being made available, I suggest, are related to — not determined by but related to — the priority which the institutions attach to these programmes. My message is this: ask for a share of existing funds; pressure governments for money for new initiatives. The pressure has to come from you.

Now you may say that I am asking a lot in the present economic climate. Perhaps I am. I promise you in return, however, that I'll do whatever I can to help. I will be happy to visit universities, to talk to governments, to provide as much information as I can, and to put people in touch with each other.

Let me remind you that it is going on fifteen years ago that John Seeley said "If Canada is to be more than a geographical expression, her nationhood will be born in her universities". To which I would only add that, insofar as English-French relations have anything to do with our nationhood — and I happen to think they have a lot to do with it — a very great deal remains to be done. I should like to think, not only professionally but as a parent and simply as a Canadian, that the universities are increasingly willing and prepared to take up that responsibility.

University of Toronto ENVIRONMENTAL STUDIES

The Institute for Environmental Studies, University of Toronto, invites applications from Canadian citizens and permanent residents who wish to be sponsored for an NSERC University Research Fellowship to be held solely at the Institute or in collaboration with an appropriate University Department.

Applications in any field of natural science and engineering will be considered, but applicants are especially invited in the fields of environmental risk assessment, resource development, ecosystem breakdown and rehabilitation and related areas of impact assessment.

Fellowships are expected to be awarded to take effect from April, 1983. NSERC University Research Fellowships are intended primarily to help younger scientists to develop their research shortly after completion of the Ph.D. degree. The Fellowships are awarded for a five year period which may be renewable, and carry a salary at the Assistant Professor level. Support for research is also provided, and supplementary teaching positions may be available depending upon the specialization of applicants and availability of University funds.

Send curriculum vitae with names of three references and examples of publications or other research output as soon as possible to:

Professor Ian Burton

Director
Institute for
Environmental Studies
University of Toronto
Toronto, M5S 1A4

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CAUT censures University of Calgary President

CONCORDIA
UNIVERSITY



Dean

Faculty of Commerce and Administration

Concordia University invites applications and nominations for the position of Dean of the Faculty of Commerce and Administration. The appointment will be effective June 1, 1983, for a five year term. The incumbent, Dr. Pierre Simon, is not seeking reappointment.

The Faculty has a full-time enrollment of 3300 students, a part-time enrollment of 3300 students and grants the Bachelor of Commerce, Bachelor of Administration, various graduate diplomas, Master of Business Administration, and PhD Administration (joint programme with McGill, Université de Montréal and UQAM). There are 90 full-time faculty members. The Concordia Centre for Management Studies provides a bridge to the business community and publishes the *Montreal Business Report*.

Ability to participate effectively in meetings in French, notably with government, professional bodies and other universities, is a desirable asset.

Applications or nominations, with biographical information, should be sent by October 1, 1982 to the Chairman of the Advisory Search Committee, Dr. John S. Daniel, Vice-Rector, Academic, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, H3G 1M8.

18 ✓

The President of the University of Calgary has been included in the censure imposed by the CAUT on the Board of Governors of the University for violating the academic freedom of Dr. George Abouna, a transplant surgeon.

The CAUT Council, meeting in Ottawa on May 13, imposed censure on President Norman Wagner because he has been unwilling since his appointment to take initiatives which could lead to a resolution of the dispute. The Board of Governors was censured in May, 1979. Dr. Wagner had become President only shortly before. His predecessor, Dr. William Cochrane, was not included in the censure in 1979 because he made some effort to secure a new appointment for Dr. Abouna.

The censure is advertised in Canada and elsewhere and faculty members are urged not to accept appointments at the University.

Dr. Abouna was wrongfully dismissed from Foothills Hospital, an affiliate of the University. Facilities for Dr. Abouna's research and practice were provided at the hospital. A CAUT committee of inquiry investigating the case found that the University's Board of Governors denied Dr. Abouna a proper academic evaluation and thereby violated his academic freedom when it failed to renew his appointment.

Dr. Abouna, a specialist in organ transplantation, received a two-year limited-term appointment in the University

of Calgary's Faculty of Medicine in 1974. At the time, he was told that the appointment was to be a continuing one. It had been designated as limited-term because of the so-called "80/20" rule under which departments with 80 per cent or more tenured or probationary faculty members are required to appoint new staff only for limited terms.

In June, 1975, on the recommendation of his department head, Dr. Abouna's privileges to perform organ transplants at Foothills Hospital were suspended. In October, all of his privileges at Foothills were removed and his appointment to the hospital's clinical staff was revoked.

Dr. Abouna was informed by the University President in March 1976 that his academic appointment would not be renewed.

Dr. Abouna brought suit against Foothills Hospital with respect to his loss of privileges, and a second suit to recover his licence to practice which had been withdrawn by the Alberta College of Physicians and Surgeons when his university appointment terminated. Both suits were decided in his favour.

Dr. Abouna also brought a suit against the head of the University's Department of Surgery for defamatory comments with respect to his research and professional activities. This action ended in an out-of-court settlement in Dr. Abouna's favour and the adverse comments were withdrawn.

Despite the judgement of wrongful dismissal by Foothills, Dr. Abouna continued to be denied a position at the University.

In the summer of 1977 the CAUT, acting upon the request of Dr. Abouna for assistance in his grievance against the University, appointed a committee of inquiry to investigate the case.

The CAUT committee concluded that by maintaining the "80-20" rule the Board of Governors failed to provide a significant portion of faculty members at the University of Calgary with the usual protections of academic freedom.

Dr. Abouna was hired on a limited term appointment under the "80-20" rule, but it was clear his position was intended to be ongoing. For this reason, the committee felt that he held a *de facto* probationary appointment, and was denied renewal without a proper academic evaluation or access to appeal procedures.

In not renewing Dr. Abouna's appointment on the grounds that he had been dismissed from Foothills Hospital, the committee of inquiry found that the Board of Governors had disregarded the fact that he had been wrongfully dismissed from the hospital and refused to accept CAUT proposals for binding procedures to resolve the dispute.

J.H. Stewart Reid Fellowship

Rocco A. Fondacaro, a Ph.D. student in social psychology at the University of Western Ontario, is the 1982-83 recipient of the \$5,000 J.H. Stewart Reid Memorial Fellowship.

Mr. Fondacaro, a resident of London, Ontario, completed his Honours B.A. in psychology at the University of Waterloo in 1977. He has been engaged in graduate studies in the Department of Psychology at the University of Western Ontario since then.

He has completed an M.A. degree and is now engaged in the final year of study for the Ph.D. He is conducting research on the psychology of developing social relationships and on the social consequences of literacy.

Mr. Fondacaro has held a Social Sciences and Humanities Research Council of Canada doctoral fellowship since 1978.

He has published a number of scholarly papers in his area of interest and plans to continue his career in research and teaching when he has completed the Ph.D.

The J.H. Stewart Reid Memorial Fellowship was established by the Canadian Association of University Teachers through voluntary contributions by faculty associations and individual faculty members across the country. It was established to honour



the memory of the first Executive Secretary of the Association.

The Fellowship is available to Canadian citizens or permanent residents of Canada who are working toward a graduate degree at a Canadian university.

ST. FRANCIS XAVIER UNIVERSITY

ANTIGONISH, NOVA SCOTIA

MATHEMATICS AND COMPUTING SCIENCES

The Department of Mathematics and Computing Sciences anticipates one vacancy in the next academic year 1982-83, and another in the following academic year 1983-84. These positions are subject to budgetary constraints and Senate approval. Preference for at least one of these positions will be given for expertise in the area of computer science. This advertisement is directed in the first instance to the attention of those individuals who are legally entitled to work in Canada at the time of application.

Applications should be sent to:

Dr. S. Aalto
Chairman
Department of Mathematics and
Computing Sciences
St. Francis Xavier University
Antigonish, Nova Scotia
B2G 1C0

Applicants should also ensure that two (2) letters of recommendation from competent referees are sent to the same address.

14 ✓

Letters...p.6

where little or no friction existed previously. I understand most of the concerns with hiring Canadian academics over those who are not citizens or landed immigrants as this is largely an immigration issue. Once an academic has been hired and allowed to immigrate, however, she or he should not be subject to different treatment from Canadian citizens.

In short, I believe that the Council has infringed on my academic freedom. The Council has placed a political contingency on my receiving funds for the dissemination of my research findings. In the long run the Council's actions will serve to the detriment of academics. Academics evaluate each other in terms of scholarship rather than citizenship and the Council seems to want to change those rules.

Gary L. Wells,
Dept. of Psychology,
The University of Alberta.

President,
The International Sociological Association,
Montreal.

Several of our colleagues in Poland remain in internment and it is very difficult to obtain any reliable information about their fate. The Polish Sociological Association remains closed and so far we do not know

when and under which conditions it will be allowed to start again its activities. I could find on the informal lists of interned people several young sociologists whose only "crime" was their deep commitment to the economic, social and moral recovery of the Polish society.

I feel that under such conditions it would be proper to act on behalf of our interned colleagues in Poland through the channels of the International Sociological Association. I am asking you to write to the Polish authorities a strong letter of protest and concern. I want also an appropriate motion to be voted at our business meeting during the 10th World Congress in Mexico City.

I understand that the official Polish delegation of sociologists from Poland sponsored by Polish government and the ruling party PUWP will take part in the Congress. I understand also that sociologists remaining outside the ruling establishment will not have any practical opportunity to leave Poland in order to present their professional work, as well as their worries and concerns. I would like the participants of our Congress to be fully aware of this abnormal situation and the very limited representatives of the Polish delegation coming from the country which remains under martial law and where free sociological associations now practically do not exist.

Alexander J. Matejko,
Dept. of Sociology,
The University of Alberta.

Memorial refuses to negotiate end to censure

The CAUT Council has approved a motion deploring the unwillingness of President Leslie Harris and the Board of Regents of Memorial University of Newfoundland to work toward resolving a case of denial of academic freedom. The case led to the imposition of censure on the university by the CAUT in 1979.

The Council noted, at its May 10-13 annual meeting held in Ottawa, that the university administration has rejected all reasonable suggestions for a fair resolution of the dispute which involves principles of fundamental importance to the academic community.

The censure was imposed after the university decided not to renew the contract of Professor Marlene Webber of the School of Social Work because of her professed Marxist-Leninist leanings and the alleged misuse of her classroom.

A CAUT committee of inquiry investigating the university's handling of the case found that Memorial's then President Moses Morgan and Board of Regents had committed a serious breach of academic freedom in basing the non-renewal of Professor Webber's appointment on her political activities without producing "admissible and cogent evidence" that these activities constituted professional wrongdoing.

Professor Webber's two-year probationary contract with the university, which commenced in 1976, was not renewed on the recommendation of the Director of the School of Social Work.

The Director informed Professor Webber that her political activities revealed "a considerable divergence from the philosophy and purposes of the school".

He said that her "involvement both on and off campus with a political movement which is totally inimical to, and destructive of the system upon which our government is based" was one of the reasons for his recommendation.

A five-member university appeals com-

mittee upheld the Director's opinion by a vote of 3-2, stating that Professor Webber's "usefulness to the school is extremely limited because of the very narrow and imbalanced perspective which infiltrates almost every activity in which she engages".

President Morgan endorsed the majority decision of the appeals committee and recommended to the Board of Regents that Professor Webber's appointment not be renewed. The recommendation was accepted and her appointment ended in August, 1978.

In its subsequent investigation of the case, the four-member committee of inquiry appointed by the CAUT found that the charges of misuse of the classroom brought against Professor Webber were unsubstantiated.

The CAUT committee determined that Professor Webber had, in fact, alerted her students to her political beliefs and had made a serious effort to present a balanced political perspective in the classroom.

All CAUT and local faculty association attempts to negotiate a settlement for Professor Webber, including an offer to arbitrate the differences, have failed to resolve the case.

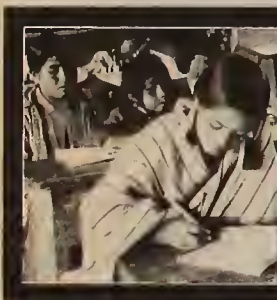
In its motion to censure Memorial, the CAUT charged that:

□The President and Board of Regents denied Professor Webber reappointment on the grounds of her professed political beliefs and activities on and off the campus, and thus deprived her of academic and political freedom;

□The allegations of serious professional wrongdoing made against Professor Webber were not substantiated with admissible and cogent evidence;

□The procedures now in effect at Memorial did not in this case provide adequate safeguards for the protection of academic freedom;

□The President and Board of Regents refused to provide binding arbitration to resolve the conflict.



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**McGill University
Montreal**

DEAN Faculty of Education

Nominations and applications are invited for the position of Dean of the Faculty of Education at McGill University. The appointment, effective September 1, 1983, is normally for a five-year term and may be renewed.

The Dean is responsible to the Vice-Principal (Academic) for the supervision and administration of the programs, budgets, and all activities of the Faculty. Appropriate scholarly and administrative experience is required; facility in French is desirable. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Nominations and applications should be accompanied by a detailed curriculum vitae and the names of three referees, and submitted by September 30, 1982, to:

David L. Johnston
Principal and Vice-Chancellor
McGill University
845 Sherbrooke Street West
Montreal, Quebec
H3A 2T5

1/8 ✓



University of Toronto

**Nominations and Applications
are Invited for the Position of**

PRESIDENT

The appointee, who must be a Canadian citizen, will be expected to take office on July 1st, 1983. Nominations and applications should be accompanied by a curriculum vitae and submitted as soon as possible, but no later than October 15th, 1982, to:

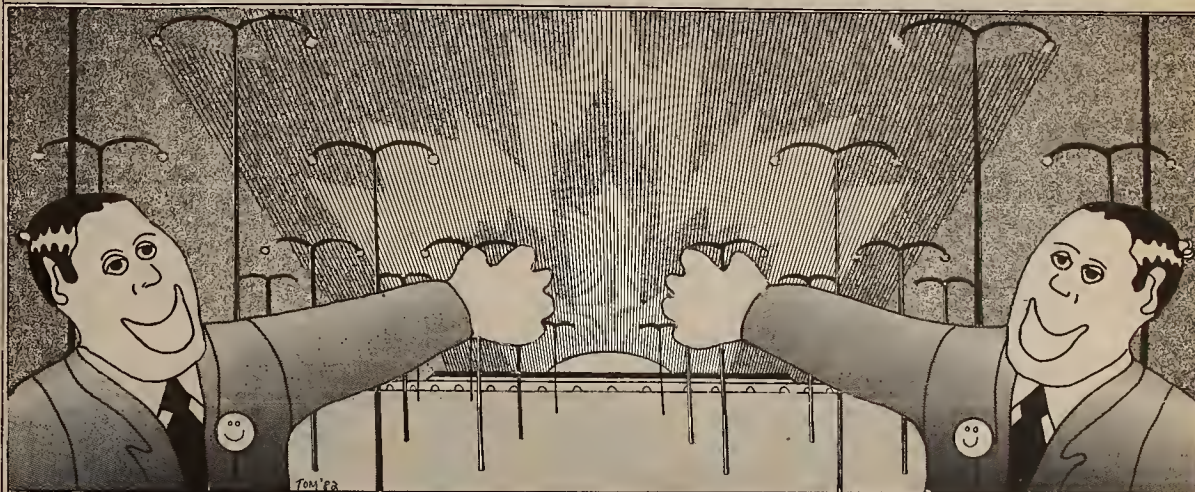
Dr. John G. Dimond, Secretary,
Presidential Search Committee,
Room 106, Simcoe Hall,
University of Toronto,
Toronto M5S 1A1

✓

The Other Canada

Canada is a confederation of shopping centres and parking lots, presided over by Babbits and boosters who chase the quick buck.

by J.F. Conway



Canada is a privileged nation by world standards. She stands proudly, a recognized member of the top ten industrialized nations, eager to defend and enhance her claim to have the second or third highest standard of living in the world — a barbaric boast in a world where the majority of humanity still must worry about a meagre portion of daily bread.

Canada is a vast nation, geographically, touching three oceans, made up of diverse, sprawling regions linked by thin threads of rail and highway connecting a population largely huddled next to the U.S. border.

Canada is a divided nation as Quebec and the other regions struggle and argue for their places in the sun.

Canada is a nation born in the conquest of Quebec and finally realized through the systematic genocide of the native peoples.

Canada is a colonial creation, an artifact of the British Colonial Office, forever obsequious and fawning before the British Lion, even at the ceremony marking the final patriation of the colonial instrument of Confederation, the British North America Act.

Canada is a nation peopled largely through desperation, as wave upon wave of the so-called "surplus populations" of the Old World — dispossessed tenants, unemployed industrial workers, redundant farm labourers, vagabonds, poor children, women without prospects — were driven from their traditional homes and livelihoods by cynical governments, greedy landlords, ruthless industrialists, and opportunistic politicians. My father was one of those, a Barnardo boy whose family had imposed upon them (by the Malthusian political economy of British philanthropy)

the painful choice of a home life of dire poverty for their boy or the unknown and desperate hope of child labour for a Nova Scotian farmer.

Canada is a nation which is really no nation at all. Canada began as a business deal among the business elites of the various colonies and has remained a business deal among the elites of the various regions.

There is no English or British Canadian nation, only a marriage of convenience based on an historical series of tried and tested negations: anti-American republicanism, anti-radical democracy, anti-French, anti-Catholic. The only non-indigenous nation in Canada is the Quebecois nation and Canada's *raison d'être* has often been a determination to extinguish that fact.

Canada, a nation rich in natural resources, maintains an indefensible standard of living by squandering those irreplaceable riches as fast as they can be ripped from the earth's fragile bosom.

Canada is a nation, despite such riches, incapable of feeding, clothing and caring for all her people, incapable of succouring all her children, unable to give simple economic justice to her women, unwilling to listen to the voices of dissent and grievance from all corners of the land. Canada is a nation, therefore, prepared to squander and spend her human resources with as much cold calculation and unfeeling resolution as she squanders and spends her natural heritage.

Canada is a nation deliberately designed to perpetuate greater poverty and injustice in some regions as the cynical price of greater wealth and luxury in others.

Prime Minister Trudeau once alleged that the Tory conception of Canada was that of a Confederation of shopping centres. He was wrong. That is not the Tory conception; that is the current reality. Canada is a Confederation of shopping centres and parking lots, a Confederation presided over by Babbits and boosters who chase the quick buck and whose solutions to all problems invariably include individualism, the free market, competition, hard work, profits, and, of course, the absolutely unfettered squandering of our natural wealth.

That is the kind of Canada which I have

tried to describe to you this year.

After I arrived here as the Visiting Professor of Canadian Studies, I discovered that the Foundation for Canadian Studies in the United Kingdom and the Canadian High Commission view an important function of the post to be "public relations," to rove the British Isles and act as a sort of informal ambassador for Canada.

I do believe that they wanted me to come here to celebrate Canada: her rocks and trees, her spacious vistas, her pristine wilderness, her happy, enthusiastic, and, above all, united people.

Well, I have not celebrated Canada, at least not the "official" Canadian myth so assiduously purveyed by the High Commission.

But I believe that I have tried to celebrate Canada with you in my own way by speaking the truth as I have seen it in 20 years as a student, a researcher, and a teacher in the social sciences.

I have celebrated the other Canada.

I have tried to tell you the story of Canada from another viewpoint. The Canada of the George Browns, the John A. Macdonalds, the Donald Smiths, the Charles Tupper — in short, the Canada of the politicians and the big capitalists who pulled the whole thing off — has been told and re-told, celebrated and re-celebrated, to the point where their squalid motives and self-seeking decisions have been transformed (by the magic metamorphosis of selective history) into statesmanship and patriotism. Their story, that happy history we dish out in ladle-fuls to innocent school children, is well-told. It is, after all, the official story, written by the successful or those whose vocation it is to flatter them, honed and polished and rendered unassailable by countless official re-tellings.

I have tried to tell you some of the story of Canada from the point of view of the poor children, the unemployed worker, the desperate farm worker eager for a piece of land, who came to Canada and did the real out-busting work, who invested their sweat and health in building the Canada of today. I have tried to tell you some of the story of the victims of Canada: history who paid the price of our development and whose

voices are only rarely heard, whose version of history is hardly known and rarely written. They don't write the history we read in books and scholarly journals. But they make history, the real, living history that lies, unspoken and unheard, at the quiet foundation of any nation.

As well, I wanted to tell you the story, with some fairness and sympathy, of the chorus of voices which have complained about the terms and consequences of Confederation.

I do not support the separation of Quebec. Yet English Canada has too long failed to listen openly to the voices from Quebec which continue to state Quebec's case with increasing urgency. Therefore, I have refrained from being the carrier of the official, federal messages which have drowned Quebec's story for so long that English Canada has forgotten how to listen. If we do not listen with respect, with humility, with sympathy, we will be overtaken by events beyond our understanding and control.

I do not fully embrace the messages carried by the often parochial and sectional voices from the West and from the Maritimes. Yet, they too, must be listened to seriously and with sympathy.

The first step to re-making Canada must be the opening up of each region to the grievances of every other. Anything less than that will mean the debate in Canada will not be just between the two solitudes — Quebec and the rest — but between five solitudes: Quebec, the West, the Maritimes, the North and, of course, that smug and self-satisfied solitude, Ontario.

In pursuing that objective, and to redress the tendency to overlook the significance of the West in Confederation, I have also spent considerable time telling you the story of the West. The West was the key to the success of Confederation, the key to the realization of a nation from sea to sea. The last great wave of British emigration joined the march westward in the early years of this century. So the story of the West is, in large part, the story of some of your grandparents and great-grandparents who stepped from the hills to the plains and futures in the Last Best West. The price

Professor Conway is with the Department of Sociology and Social Studies at the University of Regina. In 1981/82 he was the Visiting Professor of Canadian Studies at the University of Edinburgh. This is from the concluding lecture of his course on "The Political Economy of Canadian Social Problems".

they paid, the hardships they endured, the fights they fought, stand as monuments to the courage and ingenuity of working people — farmers and workers.

I wanted also to tell you, often by implication, that Canada's problems are not unique. I am not a great believer in Canadian exceptionalism. Many of our problems seem to be quite unique, yet they are really only particular variations on the same problems which are endemic to late capitalist social structures. Therefore, our problems in Canada mirror your problems in Britain. We have problems granting justice and equity to our minorities, to women, to the disadvantaged regions, more generally, to those in poverty and insecurity. You have such problems too. I have therefore accepted, however inadequately, your frequent challenges this year about solutions to all such well-defined problems. But in my acceptance I use the same challenge to you about your country.

I have also spoken from time to time of what I call the lost agenda — the struggles and debates about social and economic justice in Canada. You have lost that agenda here, too. There have been great efforts in this century to secure a deeper social and economic justice in the world: in the 1920s and 1930s, only to be dashed on the rise of fascism; in the post-war period, 1945-50, only to founder on the reef of rabid anti-communism; in the 1960s, only to be defeated by the world-wide recession of the 1970s and 1980s. In each country, in each era the story of how that agenda was lost is different.

Most recently, you have had your savage recession, your racial conflict, the troubles in Northern Ireland, your youth riots, your Falkland war, to deflect you from that essential debate which lies at the very heart of human social structures. We in Canada have had our constitutional crises, especially the Quebec crisis, our war of the regions, and, now, we are moving from a fairly mild recession to share your more savage one. No matter what the particulars in each country are, however, the consequences are the same: a deflection of attention to side issues and symptoms, disunity and suspicion, fear and hostility, and, above all, a tendency to seek personal and private solutions to the terrible crises and frightening choices which confront us at every turn.

The Lords of Things as They Are embrace such a situation; by dividing the people their rule is rendered more secure. Abraham Lincoln was once supposed to have said, "A nation divided against itself cannot stand," or some such nonsense. Maybe it was Disraeli when he was speaking of the two nations — the rich and the poor — which uneasily co-exist in the bosom of one civil state. If he didn't say it, he should have. Whoever said it doesn't matter. What matters is that it is patriotic drivel. A more correct statement would be, "A people divided against itself cannot realize equality and justice on earth." That is true for Canada, certainly. It is also true, I think, for your country.

Frequently many of you have asked me, "Can Canada survive?" Frankly, I don't know. I suppose Canada will limp along at least into the near future perhaps relying for her uneasy unity on force and fear. We, like you, do pay our military, our police forces and our judges very well. And, like you, we have not hesitated to use such instruments to smash dissent and to forge a unity based on a fear of dissent. From the Conquest, through 1837-38, to the Riel episodes, through a series of quasi and not so quasi military actions against strikers and draft-dodgers, right up to the 1970 War Measures Act, force has played a large role in Canadian unity than most Canadians would like to admit.

And we have not hesitated to use the devious and foul methods usually associated with police states to de-stabilize, to discredit and to provoke groups of separatists, left-wingers and associated radicals. The RCMP's dirty tricks, revealed by a recent Royal Commission, are events and incidents most Canadians would rather pretend hadn't happened. But they did.

Of course, that kind of unity is seldom deep or prolonged. And such tactics have not prevented the growth of Quebec separatism and the recrudescence of Western separatism. Indeed, in the case of Quebec, the use of force and the dirty tricks seem to have abetted the separatist cause.

Rather than trying to answer such impossible questions as "can Canada survive?", I have tried to pose and answer another question. What kind of Canada do Canadians want to survive? That is the real and vital question which will be answered willy-nilly as events unfold. And I have made clear to you the kind of Canada many Canadians want: a Canada of regional balance and fair development; a Canada which realizes economic and social justice and equality; a Canada of my parents' and grandparents' dreams. That, of course, is easy to say, infinitely more difficult to realize.

Yes, as everyone says, we will have to re-negotiate Confederation. But who will do the re-negotiating? Our current political and economic elite would not, could not, negotiate away the structure that realizes and defends their privilege and power. They will have to be swept aside by new mass movements determined to build a Canada for all Canadians. Again, such words come easily, words which call for actions which would shake the world.

You will perhaps forgive me for not

answering your persistent question, "how can a new Canada be built?" I'm a social scientist, not a prophet; one small actor, not a social magician. But perhaps I can answer your question with my own to you. "Can a new Britain be built?"

In this year in your country I have seen many people struggle for a new Britain, a nuclear-free Britain, a socialist Britain, a racially just Britain, a Britain with a future for its youth, a Britain which decentralizes power to the regions. Can that kind of Britain be built? How? The conception, the vision, is easy. An analysis of the problems, of the injustices, is relatively easy. The tough nut is how you effect significant social and economic change.

So you see, we again face the same problem. The problem is shared world-wide: how to win an unequal struggle against the status quo and those who benefit from it, by those with a new vision of what could be; how to win the hearts and minds of the fearful; how to move people to make history.

We have many common problems, and each of our countries has some unique problems. They all, however, depend for their solution on new movements of people which fight for political, social and economic change, leading us towards a full realization of socialism and a deeper democracy.

There, I have finally said it. Socialism. It

is a big topic. We haven't studied it in this course. But it is a topic you ought to study with an open mind. Indeed, the only way to understand capitalism and its problems is to study the socialist critique of capitalism; the only way to confront the dreary vision of capitalism in all its starkness and cruelty is to study and confront the vision of socialism.

In the 18th and 19th centuries the big issue was political democracy. Only the advanced and mature capitalist nations have realized an institutionalized system of political democracy and civil liberty, with all its ills. But it would be wrong to associate capitalism and democracy. Democracy, defined minimally as universal adult suffrage, was exacted from capitalist rulers by the agitations of the masses. It was only yielded grudgingly, by half-measures, inch by reluctant inch. And the struggle for democracy is far from over. It is fragile and it is a partial reality for only a minority of the world. But in the advanced capitalist societies the great issue is no longer simple political democracy.

In the 20th century, the big issue has been and will remain the struggle for economic democracy and responsible economic planning. The struggle is nothing less than to break the back of economic privilege and transform the economy from one based on the pursuit of private profit to one based on social production for social use; to transform the principle guiding the distribution of wealth and income from ruthless self-seeking and competition to one rooted in "from each according to his ability to each according to his need." By the way, that formula was plagiarized by Marx from the early Christians.

But this struggle is a bitter one because we have realized that there is no easy route to its realization. The only way to make the poor less poor is to make the rich less rich. The only way to make the powerless more powerful is to make the powerful less powerful. The only way to make the disadvantaged regions less disadvantaged is to make the advantaged regions less advantaged. The only way to establish an economy based on social planning for social use is to wrest control from those engaged in private planning for private profit. The only way to achieve economic and political self-determination is to dismantle, painfully, the structures which make the idea hollow rhetoric. There is no painless method of fundamental social change.

Your problem, therefore, is my problem, and mine is yours.

In the case of Canada, the only way to remake Confederation is to take the power away from those who now have a deep stake in present arrangements. Such a step will require a great majority, therefore, and even then it will be difficult. Structures never change easily. As often as not, as we have seen, existing social and economic structures consume those who win mandates for radical change and often transform them from architects of a new order into engineers of the old.

Therefore, I would be less than frank if I did not admit that I am not optimistic. But I am not pessimistic either. I am a bit sad, somewhat awed by the tasks. I am also saddened by the inescapable truth that such changes will not occur in the absence of depressions, crises, disasters, even wars. People will not give up the old solutions until they are convinced that they no longer work. It is a sad and disheartening fact that crises and disasters are the mother of social, economic and political invention. The failure of an old order is always messy, but it is usually necessary before people perceive clearly the need for a new one.

But there is no certainty in the game of history. A new order will emerge only if there are those prepared to present a new vision and to struggle for it. We must never forget that the death of an old order can also lead to the resurrection of a yet older one.

Again, that is my problem in Canada. And it is yours here in Britain. And they are, again, the same problem.



University of Saskatchewan

Director of Extension and Community Relations

Applications and nominations are invited for the position of Director of Extension and Community Relations with the appointment to be effective July 1, 1983 or earlier. The initial term is normally for five years and may be renewed by mutual agreement.

The Division of Extension and Community Relations is responsible for co-ordination of the University's external relations activities. Its programs embrace three broad areas: Extension, to provide public access to degree and non-degree study opportunities at times and places of their convenience; News and Publications, to keep the public at large informed about the University and its programs; Community Relations, to maintain contact with alumni, prospective students and sources of support.

The University's extension activities are an attempt to meet the educational needs of persons who do not require credit towards a formal degree. The University has a long tradition of non-degree work starting in 1910 with extension programs in agriculture. Since that time the scope of the University's non-degree activities has broadened to include educational events for professionals in many fields, businessmen, and persons with a general interest in the arts and sciences. Non-degree courses are offered in co-operation with Saskatchewan's community colleges and with various agencies and community organizations. The University also provides degree courses on a part-time basis through the following programs: — Intersession, Summer School, Evenings, Off-Campus, Independent Study Programs.

The University of Saskatchewan is a publicly funded institution established in 1907. The full-time student enrolment in the 1981-82 academic term was about 11,000. The University offers a full range of curricula both academic and professional with students registered in fourteen colleges and three schools.

Applicants should have an established reputation in extension and community relations, or equivalent experience in related activities, and the necessary professional and administrative experience and skills to provide leadership for the continuing development of the areas of responsibility within the Division.

Nominations and applications with complete résumés will be accepted by the Secretary until October 15, 1982 at 4:30 PM (Saskatchewan time).

Mr. N.K. Cram
University Secretary
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 0W0



Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, *Whereas*, disregard, and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people. *Whereas* it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of the law. *Whereas* it is



New law strains relations with military government

Turkish universities in transition

Academic freedom was the subject of intense discussions in Turkey throughout the past academic year. The issue has preoccupied public opinion in the country but the military government, which in November 1981 had signed a new law fundamentally changing the character of higher education, this year banned all public discussions on the subject.

The majority of university teachers who have had an opportunity to express their views on the new law agree that it constitutes a significant blow to academic freedom in Turkey. The most widely discussed aspects of the law have been the following:

□ First, the changes introduced by the law make a distinction between academic autonomy and administrative autonomy. They put an end to the latter by placing all administrative procedures under the control of a central body dominated by government-appointed members. This is opposed to the old system of local administrators elected by individual universities from among their teaching staff.

The new body, the Commission for Higher Education, is responsible for the co-ordination of activities of all universities around the needs of society. Given the Commission's mandate, the restriction of autonomy will extend beyond administrative matters to cover academic concerns. Under the new system, the curricula in different disciplines will be determined according to the central authorities' evaluation of the country's needs. In addition, a second body, the Commission for the Supervision of Higher Education, has been set up to ensure that university teaching is carried out according to centrally determined principles.

□ The new law introduces additional mechanisms to prevent divergence from official views. Hence, rectors hitherto elected by faculty members are now to be appointed by the Commission of Higher Education and deans are to be chosen by rectors.

□ Another modification concerns the central allocation of professors as a solution to the shortage of teaching personnel at universities in backward regions.

□ Finally, the teaching load of professors has been increased by the imposition of a minimum number of hours to teaching per week for professors of all ranks.

It is not yet possible to determine to what extent the changes in question will limit the academic autonomy of the universities. So far, the military authorities, and the chairman of the Commission of Higher Education appointed by them, have vehemently denied that the new law implies a restriction of academic freedom. In answer to concerns over the difficulty of separating academic and administrative autonomy, Turkish authorities have largely relied on examples taken from Canada and the

This is the fourth in a series of articles appearing in the Bulletin dealing with major issues relating to human rights and academic freedom. The articles focus on a number of countries with widely differing political, economic and social systems.

United States where appointed boards of governors play a crucial role in decisions relating to the functioning of universities.

In order to avoid confusion created by such misleading comparisons, it is necessary to clarify two factors. One relates to the difference between Turkey and other nations with regard to the role of written laws. The second concerns the history of state-university relations in Turkey, one which differs substantially from the North-American experience. It is only in the light of these differences that it is possible to understand the significance of the new law on academic freedom in Turkey.

Law and government in Turkey

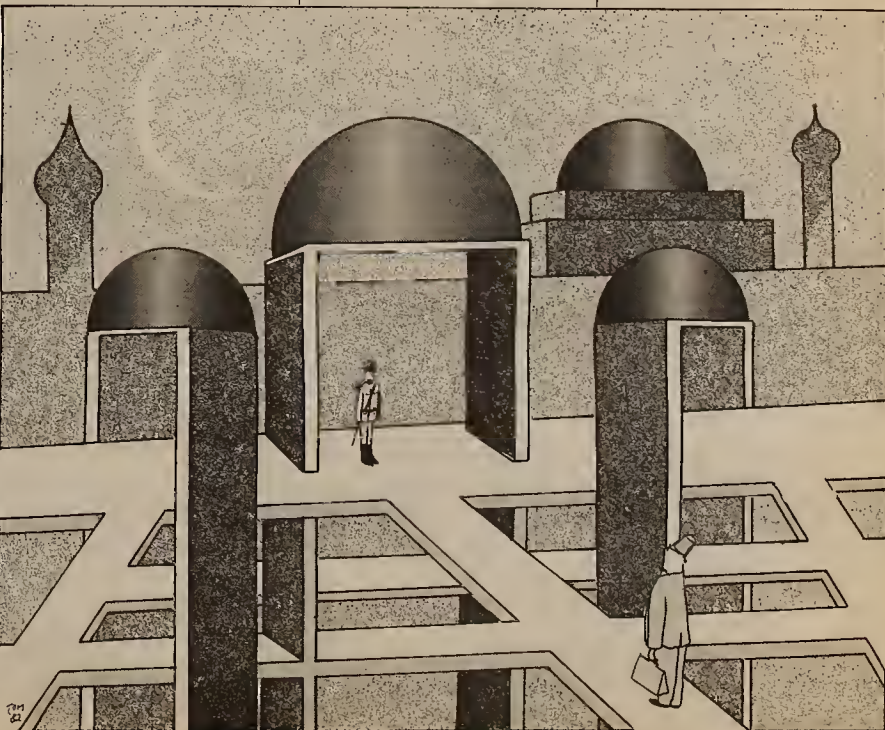
With the founding of the Republic in

1923, Turkish society underwent an overall restructuring process which totally rejected Turkey's Ottoman heritage. At that time, almost all institutions and codes of behaviour regulating Turkish society were modified. Among those institutions was the legal system which was reorganized on the basis of a constitution adopted in 1924. As in other areas, mechanisms within the legal system were remodelled after various European countries and imposed on society. Given such a setting, it has been impossible to solve social problems by referring to previous experience, to traditionally accepted ways of doing things. Hence, the situation has resulted in a total reliance on written law whereby every single clause in the law is interpreted literally and rigidly implemented.

This lack of flexibility has created the need to include every detail in the written law. It has also led to a situation whereby each new government feels the need to alter laws in order to implement its desired policy changes. The legal apparatus is therefore closely influenced by political changes which redefine the laws of the game and create a certain discontinuity.

For example, in both March 1971 and September 1981, the leaders of military coups in Turkey justified their actions by pointing to the danger represented by certain groups who wanted to overthrow the legally elected government and change the constitution. It is ironical that, in both cases, the justification was provided by authorities who, after overthrowing the legally elected government, immediately announced their own intention of bringing about certain changes in the constitution.

Within this framework, changes in laws clearly reflect the intentions of the government which imposes them and their significance cannot be fully understood without taking into account the circumstances under which they took place. It would therefore be highly misleading to ac-



The author of this article is a Turkish academic temporarily residing in Canada whose name is being withheld for reasons of professional security.



essential to promote the development of friendly relations between nations. *Whereas* the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom. *Whereas* Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms. *Whereas* a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge. *Now therefore, THE GENERAL*



cept the reasoning of Turkish authorities who emphasize the similarities between the new law regulating university education in Turkey and the administrative procedures of universities in Canada and the United States.

In considering the Turkish situation, one must keep in mind several points. The first is that every single word in the new law is there to be used. Hence, if clauses exist that would enable university administrators to dismiss professors or to send them to other universities, it means that some professors will be dismissed and some will be appointed to other universities.

Second, given the rigidity with which written laws are applied in Turkish society, there is little hope that the new university law will be interpreted and implemented without causing major upheavals penalizing both professors and students. Because of the above mentioned characteristics of the relationship between laws and the society, it is unlikely that the misuse of the law can be prevented and the continuity of university education ensured through social pressures.

Third, the new university law was devised by a military government that, immediately after taking power, banned all political activities, dismantled all trade union apparatus, and put an end to the activities of all democratic organizations.

Fourth, the present government carries to the extreme the traditional distrust of Turkish political authorities toward universities. It is in fact this very distrust that is responsible for the recent modifications of the university system. The law was prepared

in an atmosphere of hostility between the military government and faculty members, with the latter being given no opportunity to express their views on the changes.

University — government relations

The first Turkish university in the western sense was founded in 1864 as a part of government attempts to modernize and westernize society. Since then, successive governments have accepted the university system as a necessary component of a modern society. At the same time, the very existence of an institution with an important social impact which, nevertheless, escapes full state control, has been a source of unease. This unease has led governments, especially during periods of high political instability, to adopt a hostile attitude towards the university. Hence, we see that between 1864 and 1900, the university was closed and reopened four times. Although the closings were partly due to the shortage of personnel and necessary facilities, political tension has also played an important role in the process.

It was not until 1919 that the university was accorded autonomy in academic matters. After the founding of the Turkish Republic in 1923, laws regulating higher education were changed to allow the university a greater degree of freedom in administrative matters also. Relations between the Republican government and the university, however, were not radically different from those prevailing during the Ottoman Empire. University professors were

often accused of not participating in the efforts of nation building and at times of actually hampering efforts in this direction by opposing ideology. However, no drastic measures were taken to force academics to co-operate with the government until the university reform of 1933, mainly because, until then, there were insufficient new cadres in Turkish society to enable such action.

Ironically, it was the Nazi government in Germany that offered the Turkish government the opportunity to undertake such a transformation in university affairs. The university reform of 1933 was made possible by the invitation of a large number of professors who had to, or wanted to, leave Germany. After the arrival of the German professors, a large number of Turkish academics were dismissed on the grounds of academic incompetence. Although that accusation seems to have been well founded in at least some cases, and although the restructuring of the university system undertaken by the German professors presented in many ways a positive change, the whole reform movement of 1933 typified state/university relations in Turkey. The fact was that the government authorities made statements about the academic incompetence and irresponsibility of university teachers in an effort to obscure the political motives which lay behind their actions.

The German professors who accepted the invitation of the Turkish government in 1933 were given unlimited freedom and considerable financial resources to restructure the existing system of education and research. However, the distinction between academic and administrative autonomy was maintained and the latter was not accorded to Turkish universities until 1946.

The legal changes of 1946 were significant in that they demonstrated a growing consciousness of the fact that academic autonomy alone cannot adequately protect the basic freedom of professors. However, the formulation of the changes in question were not sufficiently clear to prevent the state from interfering in the internal affairs of the university.

During the 1950's, the government in power, which had a large popular following but lacked the support of the intelligentsia, made ample use of the ambiguities in the 1946 law to restrict academic freedom in the country. It was not until the 1960 military coup, largely supported by bureaucrats and intellectuals, that the academic and administrative autonomy of the university was fully assured by a new constitution guaranteeing the freedom of thought and expression in the country.

There were certain contradictions, however, between statements ensuring the unlimited freedom of thought and expression and statements limiting the practice of those freedoms. Furthermore, certain clauses of the criminal law concerning the encouragement of class or ethnic group-based movements tended to constitute an important limit to the realization of intellectual liberties. Hence, academics had to impose limits on these liberties themselves in order to avoid breaking criminal laws.

The interpretation of criminal law in Turkey, in turn, depends largely on the type of government in power. Throughout the 1960's, the nature of the government did not constitute an important barrier to academic freedom. During this decade, there was an ever-increasing influence of socialist ideas in all spheres of intellectual life in the country, including the social science curricula of certain universities. The 1960's were also characterized by student movements which were strongly influenced by the ones taking place in Europe.

However, while in Europe the importance of right wing student movements was limited, in Turkey they had a greater significance. The conflicts between pro-fascist youth organizations and left-wing students by the end of the 1960's began to involve the use of arms. It was these armed conflicts which formed the justification for the military coup which overthrew the liberal Justice Party government of Süleyman Demirel in March, 1971. After the coup, the university was held responsible for "the atmosphere of terror and anarchy threatening the unity of the country". Although there was no large scale dismissal of academics, some professors were imprisoned, along with hundreds of students, on the grounds of having introduced Marxist-Leninist propaganda in their lectures.

After 1971, there were attempts to modify the constitution in order to prevent "the irresponsible use of academic freedom and intellectual liberty which endangered political stability in the country". The changes in the constitution realized in 1973 reflected such an approach and severely restricted the autonomy of the university.

The changes also facilitated the creation of new regional universities. It was sarcastically put by certain academics that after 1973 all that was necessary to have a new university was a professor, a fair-sized building and a flag. These new universities, which were very poorly equipped to carry out higher education programmes, were to become one of the major controversial issues in the present restructuring of the universities following the 1980 coup.

In 1974, the Republican People's Party led by Bülent Ecevit won the first elections held since the 1971 coup. Immediately after the elections, there were attempts to restore the freedoms curbed by the constitutional changes of 1973. Some of these freedoms were restored in 1975 and 1976 along the lines of the original 1960 constitution. However, some clauses, including those prohibiting academics from becoming active in political parties, remained unchanged.

In Turkey, the late 1970's and the year 1980 were marked by an extremely unstable political and economic situation. Widespread terrorist activity almost totally paralysed society. By 1980, political terror had reached such dimensions that there were approximately 25 people being killed every day.

The situation was radically different from the one prevailing in the late 1960's. While in the sixties, student movements remained central to the social upheavals, which in any event did not really spread beyond youth organizations, the events of the following decade were not limited to student action. Like all spheres of social life, the university was affected, but the fight between adversaries took place mostly in the small towns, villages, and especially in the slum areas of the big cities. Street fighting came to dominate political activity, an area from which intellectuals were gradually eliminated.

Nevertheless, immediately after the September 1981 coup, the universities became the main target of attack by the military authorities who made constant references to the irresponsibility of university professors who had "pushed the youth to street fighting by preaching Marxism-Leninism". Although such accusations paralleled those put forward a decade earlier, the anti-academic rhetoric of 1981 included totally new elements. Academics were now not only being accused of having "subversive ideas alien to national ideology", but also of not participating in the efforts to solve the economic problems



University College of Cape Breton

PRESIDENT

The University College of Cape Breton is seeking applications and nominations for President for an initial term of no more than six (6) years beginning July 1, 1983. Salary is negotiable.

Established in 1974, the University College was given the power to grant its own degrees by the Provincial Legislature in June, 1982. Prior to that time, degrees were offered in affiliation with St. Francis Xavier University. 1200 full time, 1,000 part time and 1,400 students in continuing education are currently enrolled. The University College offers programmes ranging from Trades to University degrees, including diplomas in business and engineering technologies and degrees in arts and business administration. Additional programmes in arts, science, technology and trades are planned. Candidates should have qualifications appropriate for a senior academic appointment, administrative experience and proven leadership ability. Applications and nominations should be received on or before October 31, 1982.

Send applications or nominations to:

Mrs. Reta Gaum
Secretary, Search Committee for President
University College of Cape Breton
P.O. Box 5300
Sydney, Nova Scotia
Canada, B1P 6L2

114



ASSEMBLY proclaims This Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction. *Article 1:* All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.



of the country. Hence, they were guilty of both encouraging street fights and of closing themselves in their ivory towers.

Within a week after the coup, the military authorities announced their intention to bring about a radical restructuring of higher education to make it subservient to national objectives. Universities were to be responsible for producing nationalistic, devoted, hard working young people uncorrupted by foreign ideas. They were also to be responsible for contributing to the achievement of development goals whenever their contributions were sought by government authorities.

The new law regulating university education in Turkey was prepared against this background without the participation of academics. The statements made by military authorities throughout the preparation period of the law suggested that its purpose was not only the rationalization of university teaching but also the punishment of university teachers for their past crimes.

Although it is still too early to make precise statements about the way the new law will be applied, it is possible to outline four assumptions dominating the law makers' approach to the question.

First, the social function of universities is regarded merely in terms of education and not of research. In this framework, the university professor is viewed as one who has acquired a certain knowledge that he is responsible for transmitting to his students.

Second, the purpose of acquiring knowledge is viewed strictly in terms of social utility. To achieve its development goals defined in terms of catching up with industrialized nations, the country requires a certain amount of human capital, and the production of this capital is the prime objective of the universities. The acquisition of learning as *ends in itself*, or the view that universities are considered "luxuries" for an underdeveloped country which must devote all its energies to the growth of its gross national product. There are grounds to believe that this approach will result in significant reductions in budget allocations for the humanities and social sciences.

The idea that education is basically for the production of human capital has already resulted in the introduction of tuition fees, putting an end to free university education. The reason given for this move was the need to limit the excess demand for education and to induce students to choose those branches of study which will enable them to earn enough income to compensate for their investment in an education. However, given the difficulties of finding part time work or summer jobs in Turkey, what the measure is more likely to accomplish is the limiting of access to university of students from low income families. In a setting where only 50,000 students out of half a million that take entrance exams can be admitted to university, and where graduates of private high schools have a clear advantage over those from public schools, the imposition of tuition fees will likely only reinforce already substantial injustices.

Third, the new university law reflects a strong faith in the uniformity of the education system. The Commission for Higher Education is primarily designed to coordinate the activities of different universities around the needs of society, also defined by the Commission. The curricula in all disciplines will be centrally determined and teaching will be centrally supervised. The attempts to achieve uniformity in higher education are also reflected in legal provisions for the allocation of professors to universities other than their own for limited periods of time. Not only does the law disregard the continuity required to

undertake research, it also ignores the existence of different approaches and different schools of thought among the various universities.

Fourth, somewhat in contradiction with the implications of imposing tuition fees, the new law emphasizes egalitarian concerns; hence, the major objective of improving the quality of education in universities situated in backward regions of the country in order to ensure equality of opportunity for all students. With regard to this issue, the head of state has not missed any opportunity to refer to the selfishness of academics. They are, he says, unwilling to serve their country by taking knowledge to students in backward regions who are waiting to be enlightened. The feasibility of offering a university education without libraries and without research facilities goes unquestioned. So also does the destructive impact that the central appointment of professors will have on research activity, since the purpose of university education is defined mainly in terms of teaching and not of research.

The centralized allocation of university professors appears to serve three different purposes. It contributes to the objective of uniformity along officially set lines. It gives the government a positive image, constituting as it does an apparently egalitarian measure. Finally, it offers a means to penalize and render inoffensive academics who do not conform, without having to resort to dismissal.

After the new law was made public, a limited number of professors resigned. This number is expected to increase considerably by the beginning of the academic year 1982-83, when the law will be put into effect. In anticipation of this possibility, the government has already undertaken campaigns to turn public opinion against academics. The reaction of university teachers to the new law is being presented as a sign of their *reluctance to leave big cities* for backward regions and their dissatisfaction with the increase in required teaching hours, which will put an end to their "easy life".

Since these campaigns appear to have been effective so far, the government might not even feel the need to take action against individual academics for their political views. It is probable, however, that some of the leaders of the former Union of Assistant Professors will be tried for their joint activities with the labour union confederation DISK, whose leaders are presently undergoing trial. Although there has been no systematic action taken against them so far, a few of the members of the Union of Assistant Professors have been refused passports, and some already with passports have been stopped at the airport without any explanation and prevented from leaving the country. In one of these cases, the professor involved had a fellowship from NATO and was eventually allowed to leave the country after the intermediation of NATO officials.

Intra-university relations

The preceding discussion may give the reader the impression that the university in Turkey is, and has always been, a helpless victim of government repression. It would be erroneous to conclude, however, that academic freedom is restricted only by government action. Turkish universities themselves have in many ways been instrumental in hampering the creation of an atmosphere of free development and free expression of ideas.

Relationships within the universities are extremely hierarchical and have always excluded not only students but also junior faculty members from the decision making

process. The hierarchy within the university is maintained mainly through a promotion system derived from a mixture of earlier German and French systems. Academics having completed their doctorate start as assistant professors. After four years, upon completion of a second thesis approved by an inter-university selection committee, an assistant is in a position to be promoted to "dozent", the equivalent of an associate professor. At the same time, candidates must take comprehensive exams, a language exam, and deliver a lecture before a jury which judges their knowledge as well as their skills.

Four years after promotion, docents can apply for full professorship by presenting their publications to a committee selected by faculty members. The publications usually include a book prepared as a professional thesis. The procedures leading to full professorship involve the approval of faculty members, senate, the ministry of education, and are completed by the signature of the head of state.

The ranks of assistant, docent and professor are of great importance and are taken carefully into account in administrative, academic and even personal relations. Academics have no say in matters concerning their colleagues of higher rank, while the latter take all decisions affecting the careers of the former. This situation has had extremely important consequences for assistants whose rights and responsibilities were very vaguely defined in the former university law. In fact, the determination of the responsibilities of assistants was left en-

tirely to the chairman of each department and other professors. Hence, depending on the policy of any individual department, or rather on the personal views of professors in the department, assistants could be considered to be at the same level as other faculty members and take an equal part in teaching and research activities; or, at the opposite extreme, they could be treated as helpers to senior faculty members and given a variety of odd jobs ranging from correcting exams to doing translations for senior department members.

Under these circumstances, young academics naturally attempted to get jobs at universities or in departments with a democratic atmosphere and with professors likely to support, or at least not to hamper, their research activities. In this choice, political factors often played an important role, since one of the most common reasons for blocking the promotion of assistants has always related to their political views. "Leftist" docents and professors are rare in Turkey, and those in line for promotion have usually had to remain silent until their promotion and have had to avoid letting their political views be reflected in their academic work.

The Union of Assistant Professors and the Organization of University Teachers, associations active in the second half of the seventies, made certain attempts to modify academic life along more democratic lines. However, their membership was limited and they had to act cautiously to avoid confrontation with their colleagues. After the September 1981 coup, their activities were

University of Saskatchewan DEAN OF MEDICINE

Applications and nominations are invited for the position of Dean of the College of Medicine with the appointment to be effective July 1, 1983. The initial term is normally for five years and may be renewed by mutual agreement.

The College of Medicine was fully accredited in 1957 by the Association of Canadian Medical Colleges, the Association of American Medical Colleges and the Council on Medical Education and Hospitals of the American Medical Association. Connected with the Health Sciences Building is the University Hospital of approximately 550 beds with departments directed by the professional heads of the corresponding university departments. Clinical teaching is carried out also in St. Paul's Hospital and City Hospital in Saskatoon, and at the General Hospital and the Plains Health Centre in Regina.

The undergraduate course leading to the Doctor of Medicine (M.D.) degree requires five medical years, including the final year of 52 weeks of undergraduate junior rotating internship. Formal graduate study is offered toward the M.Sc. and Ph.D. degrees in several medical disciplines and post-graduate residency programs are offered in the clinical departments. The College has a strong commitment to research in the medical science disciplines and provides many service programs through the University Hospital and other associated hospitals. A one year B.Sc. (Med.) degree program is offered in some disciplines and a four year degree program is offered by the School of Physical Therapy.

Full-time enrolment in the College for 1981-82 was about 300 undergraduates in Medicine, 100 in Physical Therapy, 50 graduate students, and 150 residency students. The University has approximately 11,000 full-time students registered in fourteen colleges and three schools.

Applicants should have an established reputation as an academic scholar and teacher, and the necessary professional and administrative experience and skills to provide leadership for the continuing development of the academic, research, and service programs within the College.

Nominations and applications with complete résumés will be accepted until October 15, 1982 and should be submitted to the Secretary at the following address:



Mr. N.K. Cram
University Secretary
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 0W0



Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing, or under any other limitation of sovereignty. **Article 3:** Everyone has the right to life, liberty, and security of person. **Article 4:** No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms. **Article 5:** No one shall be subjected to torture or



suspended, along with those of other democratic organizations.

With the new university law introducing the central allocation of university professors, it becomes impossible for young academics to choose the atmosphere in which they want to work. Nevertheless, there are certain provisions in the law limiting the power of senior faculty members over junior ones. Ironically, the same measure that renders intra-university relations more democratic imposes limits on the autonomy of universities through the replacement of decision making bodies elected by faculty with ones centrally appointed by the government. In other words, the new law renders academics somewhat more equal by making them equally powerless in matters concerning their academic life.

With the recent changes, the responsibilities of assistants, too, are defined more clearly. They are now responsible, as are other academics, for teaching at least twelve hours a week, as well as for carrying out research activities. Although a more rigorous definition of duties has certain positive aspects, the quantity of work involved in twelve hours of weekly teaching, combined with the requirements of presenting a thesis between four to six years after the initial appointment as an assistant,

tends to outweigh the advantages in question. An indisputably negative aspect of the recent changes for assistant professors is their appointment by two-year contracts. It therefore becomes very easy for central authorities to silently get rid of "subversive elements" which are more likely to be found among the younger professors.

Conclusion

Based on the preceding discussion, it is possible to make several points concerning academic freedom in Turkey. First, the freedom of thought and expression guaranteed in the constitution is limited by certain clauses in the criminal law. The interpretation of these clauses changes with each successive government. Given the political instability of a country where recurrent military coups are succeeded by governments which take action against individuals on the basis of a narrow interpretation of constitutionally guaranteed liberties, academic freedom remains restricted.

The restriction of academic freedom, however, does not appear only as a result of political oppression. The hierarchical relations within the universities, too, impede the free development of ideas. These relations have a particularly detrimental effect on young academics who are often faced

with a choice of conformity or loss of career opportunities.

In such a setting, it is not surprising that academics have remained largely insensitive to the social and political problems affecting the country. The distance of academics from these problems is clearly manifested in their total lack of influence on student movements and their inability to prevent these movements from becoming simple vehicles of terrorism. In a certain sense, government authorities are right in accusing academics of being socially irresponsible. But what underlies the irresponsibility in question is not the abuse of academic freedom, as the government claims; rather, it is the inability to use that freedom effectively.

Governments in Turkey have always harboured a certain distrust towards universities given that they are, or have been, relatively autonomous institutions escaping full state control. The recent modifications to the system of higher education, however, put an end to this "disturbing state of affairs" by reducing the status of academics to that of civil servants. The incompatibility of academic life with that of a government bureaucracy seems to remain totally alien to the understanding of the military authorities in power. In several public statements on the new law, Turkey's presi-

dent has expressed bewilderment at the reaction of academics to the central appointment of professors, given that all high ranking civil and military bureaucrats are also centrally appointed.

In view of the negative reaction it has provoked, the new university law is not likely to last much longer than the government under which it was made. The new measures can only result in significant damage being done to the system of higher education and to research in Turkey, as well as to the careers of a considerable number of young academics.

No matter how undesirable the changes are, however, a return to the previously existing system of higher education would not ensure full academic freedom in the country. Any meaningful move in this direction would necessarily involve a modification of intra-university relations along more democratic lines. Such a change would also probably help to reduce the distance between academics and the rest of society.

The experience of Turkey demonstrates that only those universities that respect the freedom of thought and expression among their own members and take an active role in society at large are well enough equipped to face attacks coming from repressive governments.

Academics in Pakistan under threat by military

A group of Pakistani academics teaching in Canada has issued a strong statement protesting the growing repression of academics by the military regime in Pakistan.

The regime, which took power by means of a coup in 1977, has been conducting a systematic crackdown on civil institutions including political parties, trade unions, the judiciary, and the professional associations of journalists and lawyers. Since 1980, it has been stepping up its attacks on the academic community.

The academics state that the military regime in Pakistan depends heavily on the support it receives from its allies, including the United States and Canada. The "brutal repression (s) being perpetrated on the people of Pakistan by a military regime with whom Canada conducts business as usual, and on whom the present U.S. administration has showered \$3.2 billion in military and economic aid".

The group reports that the military has been tightening its grip on the academic community through the prolonged closure of universities and colleges, posting of police and military units on campuses, and arrests of student leaders in anticipation of protest demonstrations. At the same time, university and college administrators with reputations for holding independent views or sympathies with the policies of the Pakistan Peoples Party have been replaced.

More recently, dissident student leaders have been singled out for torture and in some cases put to death. Faculty members are being increasingly threatened by the

military with incidents of torture now being reported.

Many of the dissident students, the academics report, have been killed by *Jamiat-e-Tuleba* which is the student arm of the right-wing fundamentalist party, *Jamiat-e-Islam*. The latter is behind the "Islamization" policy of the military regime. The *Jamiat* is a highly organized, armed and well funded band of professional students, acting in "defense of Islam" against progressive student organizations. The *Jamiat* now runs parallel academic administrations, particularly in the nation's oldest institution, the Punjab University.

The academics cite several cases "out of a large number" of torture and killings of students and faculty by the military which have been drawn from recent reports of Amnesty International and the Pakistan Committee for Democracy and Justice, as well as from a few news reports filtering out of Pakistan.

The group sums up its statement with an appeal to the international community for help. It particularly urges the governments of Canada and the United States to suspend educational and scientific exchanges along with trade and aid to Pakistan "until fair and free elections are held in that country and power returned to its legitimate representatives of the people".

The Bulletin will be featuring Pakistan in its academic freedom/human rights series in an issue early next year.

Censured Administrations

The following university administrations are under CAUT censure:

President and Board of Governors
UNIVERSITY OF CALGARY (1979)

The third stage of censure was imposed in May, 1980.

President and Board of Regents
MEMORIAL UNIVERSITY OF NEWFOUNDLAND (1979)

The third stage of censure was imposed in May, 1980.

Note:

1. Under the first stage of censure faculty members are advised to inform themselves fully of the procedures which exist for the protection of academic freedom before accepting an appointment at the censured university. The censure is advertised regularly in the *CAUT Bulletin*.
2. Under the second stage of censure faculty members are advised to inform themselves fully of the procedures which exist for the protection of academic freedom before accepting an appointment at the censured university. The censure is advertised more widely in Canadian and foreign faculty association publications and other publications.
3. Under the third stage of censure the CAUT Council recommends that members of faculty associations not accept appointments at the censured university.
4. Because the CAUT does not recommend that faculty members decline appointments when a university is under the first or second stage of censure the *CAUT Bulletin* continues to carry advertisements for positions vacant at censured universities. Such advertisements are not carried in the *Bulletin* for universities under the third stage of censure.

Information about the events which led to censures may be obtained from:

The Executive Secretary
Canadian Association of University Teachers
75 Albert Street, Suite 1001
Ottawa, Ontario
K1P 5E7

English on the rocks

Mismanagement threatens the future of English teaching in our universities

by Robert Calder

The teaching of English in Canadian universities is in more peril today than at any time since the creation of the university system in Canada.

Unemployment, underemployment, exploitation, bitterness, disillusionment, and waste of human resources are life in a profession which was once at the forefront of university teaching.

The problems of university English teachers have been steadily growing for more than a decade. In the 1970's, those teaching English language and literature in Canadian universities became increasingly disturbed by developments within their profession. Initially, like their counterparts in other disciplines, they grew uneasy about declining enrolments. In the latter part of the decade, however, enrolments levelled off, and indeed began to show modest gains. The focus of the concern then shifted to the increasingly harsh budgetary climate and the effects of it on both the profession and on the teaching and research in departments of English across the country.

In 1978, the Association of Canadian Teachers of English (ACUTE) appointed a committee to obtain data relevant to the unemployment and underemployment of qualified teachers of English. Over the next year, the committee under the chairmanship of Professor Alan Rudrum, Simon Fraser University, collected information from the chairmen of departments of English in both universities and colleges, from those who possessed higher degrees but did not have tenure-stream positions, and from the ACUTE membership at large.

The Committee presented its report: *Unemployment and Underemployment of Qualified University Teachers of English in Canada* at the Annual General Meeting of ACUTE held in Saskatoon, Saskatchewan in May of 1979. The findings and recommendations of the report were discussed by the membership of ACUTE, and it was unanimously agreed to promulgate the report as widely as possible within the profession, within universities, and within governments both federally and provincially.

While the Rudrum Committee report was accepted by the profession and influential to some extent with departments of English, no one had any illusions that the difficulties of the unemployed and underemployed were significantly lessened. Therefore, the ACUTE executive agreed in 1979 to continue the mandate of the committee, as it did again in 1980 and 1981. In the past three years, the committee has continued to examine the problems faced both by the individual hoping to establish a career in the teaching of English and by the departments which wish to ensure the highest quality of teaching and research. Questionnaires sent to department heads across the country, and discussions with administrators, faculty, and itinerant scholars, reveal that the difficulties of the profession are not declining; in fact, they are increasing.

The present situation has its roots in the 1960's, when English departments across Canada were forced to recruit more foreign instructors. The country's cultural health and the number of Canada Council Doctoral Fellowships were increased dramatically. The purpose, applauded by the profession, universities and

politicians, was the creation of a new generation of teachers and scholars which would assume its role in post-secondary education. Throughout the late 1960's and early 1970's, millions of dollars were spent to support doctoral studies by Canadian students. In universities in Great Britain, the United States, and Canada, young Canadian scholars were encouraged to devote several years of their lives in rigorous and competitive graduate schools to prepare them to create a truly Canadian generation of university teachers.

Sometime in the middle of the 1970's, however, the system failed. The number of

quires stamina, endurance, and the sacrifice of various relationships, the best and brightest people do not always emerge at the top.

It is undoubtedly true that similar problems have in the past affected some members of the profession. But when they affect very large numbers of capable and qualified scholars with a very serious commitment to their chosen profession, who have invested several years of their lives and have been given economic and intellectual encouragement throughout their graduate careers, the problems are serious and destructive. Every department of English in

which created them.

No one, of course, should expect that his or her expertise guarantees a right to full employment. If the universities and such funding agencies as the Canada Council and the Social Sciences and Humanities Research Council of Canada had produced more graduates than English departments could employ, one could not expect jobs to be created simply to absorb the overproduction. The Rudrum Committee report of 1979, however, clearly demonstrated that there is a need for qualified teachers of English, that even in a time of levelling enrolments there is teaching to be done by this generation of academics. The need for classes in university English has declined little or not at all in the past decade; unfortunately, the nature of the appointments made to those who teach them has deteriorated.

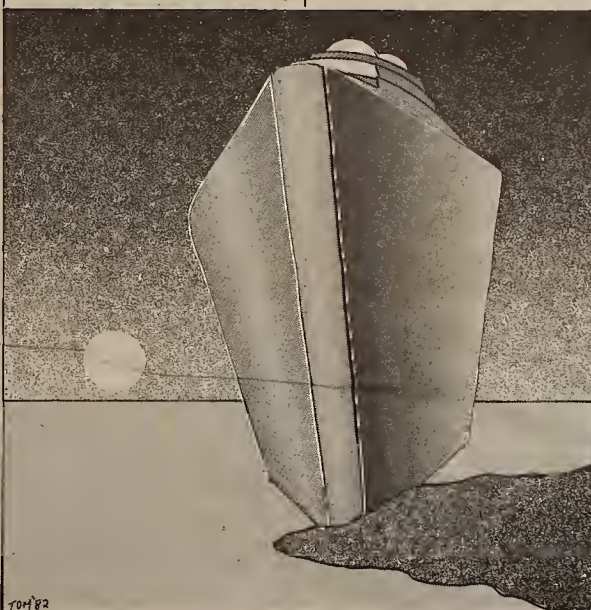
As the Rudrum Committee report disclosed, and as the intervening years have underlined, English departments have been increasingly forced by the budgetary constraints to downgrade the type of positions they offer to new teachers. University administrations, squeezed by inadequate government grants and fearful of sudden drops in enrolment, have declined to authorize the creation of new tenure-track positions or the replacement of retiring or resigning professors with such appointments. When a department has been permitted to fill a vacancy, for the most part it has been with a temporary instructor.

In this new situation, the fortunate departments have been those who can make an appointment at the Assistant Professor level for one year. More common is the ten-month or eight-month Sessional Lectureship, an insidious vehicle for employing an instructor for the months when classes are conducted and not employing him or her for the period when regular faculty conduct research and prepare for courses. The term appointee is expected to keep his or her research alive and to prepare for teaching as a labour of love.

Worse than the Sessional Lectureship, however, are the part-time, piecemeal teaching positions upon which a number of universities rely in order to stretch their limited budgets. In this system, the instructor is paid a stipend for each class taught; in 1982, this was approximately \$3500 per class. In the past, appointments of this nature were made to solve short-term problems: sudden vacancies due to deaths, illness, resignations, leaves, or unexpected enrolment pressures. Faculty wives qualified to teach English, graduate students completing degree requirements, and the occasional person fully employed in another occupation but interested in teaching a class in English, found such assignments an enjoyable way to supplement their income and maintain a loose connection with university teaching.

In recent years, however, the part-time position has become a regularized way of cheaply staffing English classes, and highly qualified instructors are increasingly finding themselves teaching under such conditions. At one major university this year, for example, six teachers with the Ph.D. were each teaching two classes for \$7000. One individual is a frequently published scholar with an international reputation in his area of specialization.

Departments of English, and their succession of chairmen, have been placed in the distressing position of either employing large numbers of temporary instructors or cutting back the number of classes they have the resources to offer, thereby reducing



TOM 82

Tom McDonald

vacant positions in departments of English began to shrink, and the doors to the profession began to close. As tenured professors retired or resigned, they were increasingly replaced by temporary or part-time positions, and in some cases not replaced at all. Thus a body of young scholars which was more highly qualified and experienced than any of its forerunners became a generation of itinerant Ph.D.s, the academic migrant workers of the 1970's.

Many of these unemployed or underemployed Ph.D.s find themselves in temporary positions, whether contractually-limited, sessional, or part-time, and must live and work in chronic insecurity. Those who are less fortunate, less mobile, and more bound by family responsibilities, must turn to other kinds of work. This may often be a practical decision, but in many cases it means that some of the best of Canada's recent Ph.D.s are lost to the profession permanently, through economic necessity and in spite of their own choice. In an environment where survival often re-

quires stamina, endurance, and the sacrifice of various relationships, the best and brightest people do not always emerge at the top.

It is difficult to say precisely how many well qualified teachers of English have left the profession in the past decade, but the number is considerable. Confronted with little likelihood of ever finding a permanent teaching position in a Canadian university, many Ph.D.s — some publishing scholars — have begun law degrees or Master of Business Administration programmes, or have taken jobs in the civil service, journalism, libraries, or business. Some eventually are happily readjusted; others remain embittered and disappointed. In either case, their expertise and experience is lost or under-utilized by the educational system.

Professor Calder is Associate Dean of Humanities and Fine Arts at the University of Saskatchewan.

ing the breadth of their course offerings and increasing the sizes of remaining classes. Increasingly, departments are recognizing the price they are paying in terms of the diminishing of the quality of teaching and research which inevitably results from a heavy reliance on non-tenured faculty. If departments are becoming aware of the effects of the current employment situation, however, it is ultimately the students who are directly affected.

Quite simply, even with the best intention and the most diligent application, the temporary university instructor cannot offer the quality and depth of instruction of the tenured or tenureable teacher. Without the security of a position, the instructor has little time and no financial resources to conduct the sort of research which informs and enlivens teaching. Indeed, as mentioned previously, some hiring policies imply that research is not expected.

Without being involved in the administration of the department, its college and its university through the committee structure, and without being part of the graduate studies of the discipline, the temporary instructor can little serve to facilitate the entry of interested students into the programmes of the department or the discipline in general. Such instructors are frequently forced to decline to act as referees, their itinerant voices having little credibility with potential employers and graduate school admissions committees. In short, the instructors who are hired to teach several classes, and are expected and permitted to do nothing else, have no franchise and no authority with which to serve their students.

The quality of teaching and research in departments of English is damaged by the heavy reliance on temporary instructors in another way. If a large proportion of classes are taught by non-tenured faculty who do nothing but teach, the administrative duties which faculty are increasingly expected to undertake, and the counselling and supervising of honours and graduate students, all must be done by the shrinking proportion of tenured faculty.

Since most of the professoriat in Canadian departments of English are in the most productive years of their forties and fifties, it is another waste of resources to inhibit their teaching and research by increased administrative and supervisory duties. Thus, the present employment situation is harmful in two ways: the young untenured academics are frequently underemployed or lost to the profession, and the experienced, tenured faculty, who would welcome their fully franchised addition to departments, are increasingly expected to assume the duties which cannot be demanded of the temporary faculty.

Those concerned with the quality of instruction in universities should be uneasy about another aspect of the underfunding of universities. As a department is increasingly forced to rely on sessional and part-time faculty, the normal process of recruitment for the few tenure-track positions which are authorized becomes in danger of being compromised. In the normal "open market" employment situation, the most qualified candidate for a position is given the appointment.

In the present circumstances, however, every department has a number of temporary faculty, who were hired without the same rigorous and meticulous search which is undertaken when filling a tenure-track position, and the longer such instructors remain on the fringes of a department, the more the department feels an obligation to offer the next permanent position to them. No matter that the best candidate may be filling a temporary position elsewhere, or completing his or her doctoral programme in Toronto, London, or Stony Brook, or serving as a postdoctoral fellow at another university. Thus, the very important question of filling a lifetime position is not always answered through a purely objective, scholarly process, but through a procedure which has emotional and psychological undertones.

In any discussion of the present state of university funding, the quality of teaching and research in departments, and the waste of resources in the unemployment and underemployment of highly qualified profes-

sionals, it should not be forgotten that no discussion of the present can be free of serious implications for the future. Given the nature of the way in which university faculties are developed and maintained — that is, that faculty members with specific qualifications are recruited for positions which they are likely to occupy for the remainder of their professional lives, it is essential that there be some consistent and orderly process of replacement of tenure-track positions.

In the 1960's, when the children of the "baby boom" reached the universities, Canadian universities were not prepared for the accelerated demand for faculty. As a result, recruiting was often a desperate, haphazard procedure, and some departments are still living with the residual effects of *ad hoc* hiring. In addition, of course, in order to staff departments of English, Canadian universities had to recruit heavily from the United States and Great Britain, which resulted in a serious under-representation of Canadian faculty in some departments.

Those who are responsible for the funding of Canadian universities and for their administration should remember the mistakes of the 1960's as they look ahead to the 1990's. The most carefully and thoroughly researched demographic projections describe a variation of the enrolment surge of the 1960's. The "echo effect" of the earlier baby boom — that is, the children of the baby boom generation — will be entering the university system. This will generate increased enrolment in undergraduate classes and an increased demand for faculty.

As the demand for faculty increases, enrolments in graduate programmes in English will increase, creating an increased need for faculty to teach graduate courses. This pressure, however, will come during a decade when a great many of the faculty hired during the 1960's will reach retirement age. The compound effect of these factors will mean that within only several years universities will once again be scrambling to maintain their faculties and many will be

forced to do so in a manner which is undesirable.

In anticipation of the potential difficulties ten years hence, steps should be taken to maintain a pool of scholars and teachers, to preserve the resources which have been developed in the 1970's and 1980's. We should not deceive ourselves that highly qualified Ph.D.s who have been forced out of the university system into the civil service, community colleges, high school teaching, or private business, will be retrievable for the profession. Once the individual is away from the academic milieu and adapts his or her energies and interests to a new vocation, it is very difficult, if not impossible, to maintain the kind of scholarly growth and change which would make it possible to re-enter the university community.

To ensure the orderly maintenance of strong departments of English in Canada, steps should be taken immediately to sustain and support the present generation of highly qualified instructors now excluded from the profession. To lose its expertise, experience, and energy, and then to suffer a shortage of qualified university teachers in a decade would be a terrible mismanagement of a country's investment and a tragedy of real magnitude.

This does not mean that governments and universities should create "make-work" projects, creating jobs simply to satisfy those who are unemployed or underemployed. It simply suggests that there is clearly a need for a great many teachers of English in Canada and this need is at present being met inadequately. It is being met by employing large numbers of *ad hoc*, temporary, and part-time replacements. It needs to be met by appointing committed, highly qualified professionals to tenure track positions in which they can serve students and universities with the full range of their talents. In order for universities to be able to make such appointments, however, governments will have to recognize their responsibilities to the intellectual and academic life of the country and properly fund the universities.

CALL FOR APPLICATIONS TO CANADIAN STUDIES PROGRAM AT HEBREW UNIVERSITY

Applications are invited for appointment to the Canadian Studies Program at the Hebrew University of Jerusalem for the academic year 1983-84.

The Program of Canadian Studies at the Hebrew University of Jerusalem was established by the Government of Canada and Dr. Ralph Halbert, National President of the Canadian Friends of the Hebrew University and Mrs. Halbert in April 1978.

Applicants for the appointment for the academic year 1983-84 should be university professors in the areas of Social Sciences, the Humanities or Law. Applicants will be expected to combine broad comparative teaching and research experience with an ability to emphasize Canadian content within their disciplines.

The successful candidate will be expected to teach two or three courses (to be determined in consultation with the department/school) to which the scholar will be attached and by the length of tenure of the appointment) and to participate in faculty and public seminars at the Hebrew University. Tenure of appointment will be for the full academic year (Nov. through June) or for two trimesters (Jan. through June) depending on availability of successful candidate. Remuneration will include return travel costs for the candidate to Israel, salary for six or nine months at the level of full professor at the Hebrew University and other benefits accruing to the position.

Additional information and application forms can be obtained by writing to:

Hebrew University Canadian Studies Program,
Canada-Israel Foundation for Academic Exchanges,
170 Metcalfe St., Suite 501,
Ottawa, Ontario, K2P 1P3

Deadline for completed applications: November 15, 1982.
Notification of successful candidate: January 31, 1983.



YORK UNIVERSITY

Toronto, Ontario, Canada

Dean, Faculty of Administrative Studies

The Faculty of Administrative Studies invites applications and nominations for the position of Dean of the Faculty. The appointment, effective July 1, 1983, is for an initial term of five years.

The Faculty of Administrative Studies is the largest graduate management Faculty in Canada, with approximately 1500 students enrolled in Bachelor's, Master's, and Doctoral programmes, a full-time faculty of 60, and a number of part-time faculty in addition.

An outstanding candidate is sought for this position. It will interest persons holding an earned doctorate in an appropriate field and having an established reputation in teaching, research and academic administration, and/or persons with distinguished managerial experience in Canadian business or government. The salary is to be negotiated.

Nominations and applications, accompanied by detailed curriculum vitae and the names of at least three references, are to be received no later than November 1, 1982, by:

Professor J. Ellis, Chairman,
Search Committee for Dean of Administrative Studies,
York University, Room 567-F Scott, 4700 Keele Street,
Downsview (Toronto), Ontario, Canada M3J 2R2.

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Grant awarded to Student Pugwash

by Fraser Homer-Dixon and Marc Tessier-Lavigne

dinators and the National Coordinator, met at the Cyrus Eaton lodge in Pugwash. The Committee laid out detailed plans for this coming year's activities, including a National Conference in June, 1983, on "Science, Knowledge, and Power." At the same meeting, Marc Tessier-Lavigne was appointed new National Coordinator, and the sixteen students reviewed a formal Five Year Program of conferences, publications, and information services that will be undertaken by Canadian Student Pugwash.

A \$27,000 grant has been awarded to the Canadian Student Pugwash organization.

The grant was awarded in April by the Medical Research Council, the Social Sciences and Humanities Research Council and the Natural Sciences and Engineering Research Council.

The organization received the grant after a successful first National Conference in June 1981 and the publication of its first book.

Canadian Student Pugwash encourages the responsible use of science in national and international society through conferences, seminars, and a variety of other imaginative activities in universities.

This student initiative was inspired by the international Pugwash movement, a movement sparked in 1955 when Bertrand Russell and Albert Einstein issued a manifesto calling on the scientists of the world to meet in conference to discuss the avoidance of nuclear war. The first such conference, sponsored by Cyrus Eaton, took place in the village of Pugwash, Nova Scotia, in 1957. Since then this informal movement has grown world wide, and its perspective has broadened to include the sources of international conflict and the responsibilities of scientists in society.

It is now widely recognized that in

today's world scientists often play a pivotal role in social change — but the moral responsibility implied by this role seems to be frequently overlooked. Work that might pose ethical problems for the scientist ranges from recombinant DNA research to designing ballistic missile guidance systems, from the development of new pesticides to drafting intelligence tests. There is great scope among university students for a discussion of the ethical issues that may arise in such work.

Canadian Student Pugwash is committed to the principal goals of the Pugwash movement, which are the avoidance of war and conflict and the survival and betterment of the human race. Canadian Student Pugwash intends to pursue these goals in the university community by establishing a network of young social and natural scientists across Canada who are concerned about the ethical issues relevant to their work, and by promoting an educational discussion of these issues, at both the local and national levels, between student and established scientists through correspondence, workshops, conferences, and publications.

The student Pugwash idea originated in June, 1979, at a conference on Science and Ethical Responsibility in San Diego. Many of the participants at this excellent

conference were encouraged to establish student Pugwash organizations at both the national and international levels. With the support of the senior Pugwash organization in Canada, Canadian Student Pugwash was founded in the fall of 1979 by Fraser Homer-Dixon, the sole Canadian invited to the San Diego conference.

In the three years since then, Canadian Student Pugwash has been solidly established across Canada, with nearly eight hundred interested people on its mailing list and thirteen campus-based local organizations. A first National Conference was held in June, 1981, on "Science in Society: Its Freedom and Regulation," and a book based on this conference was published in April, 1982. During the 1981-82 academic year, over thirty seminars, lectures, and conferences were held in universities across the country.

To provide the continuity and coordination so often lacking in student organizations, a permanent National Office has been set up in Ottawa. In addition, the organization has raised over \$100,000, including the joint grant from the federal science granting councils.

This past July, the Canadian Student Pugwash Steering Committee, which is composed of all local university coor-

Participation in Canadian Student Pugwash is informal: there are no membership lists or fees. Although most of those involved are from the university community, recent students, students between degrees, and established scientists working outside university are encouraged to participate. Because of the inevitable lack of student continuity, the active support of university professors is essential. Students do most of the organizational work, but interested professors help maintain the momentum of Canadian Student Pugwash from year to year.

Although only three years old, in many respects Canadian Student Pugwash is now one of the leading student-run organizations in the country. In time, Canadian Student Pugwash will contribute to the education of thousands of Canada's future researchers by developing their appreciation of issues concerning the relationship between science and society.

Any students or professors wanting further information on Canadian Student Pugwash should write to Marc Tessier-Lavigne, Suite 805, 151 Slater Street, Ottawa, Ontario, K1P 5H3.

CAUT GROUP INSURANCE PLANS

Membership in Canadian Association of University Teachers entitles you to apply for the low cost plans of:

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2. PERSONAL ACCIDENT INSURANCE \$50,000 or \$100,000
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OTTAWA, Canada
K1Y 4G1

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Annual Report of the Executive Secretary

I have reported in writing under Item 7 of this agenda on each of the major legislative issues that have been before the CAUT this year. I gave some more general views on the political process in which we are involved in the special issue of the CAUT Bulletin in March, and I append my article to this report. You will find detailed reports on the activities of the CAUT in the annual reports of the committees which have been distributed to you for this Council.

But there is a more general issue that I would like to see discussed at this time. Any national organization in a country as diverse as Canada has to be able to reconcile many different views and demands. This is true of political parties, trade unions, and national trade and manufacturing associations as well as ourselves. Those who can reconcile these differences, survive; those who don't, disappear.

This process is seldom easy and usually provokes contention. It is one of the agreeable myths of CAUT that there was once a time when we were all agreed, when policies united all of us, and when grievance cases were clear-cut battles between righteousness and evil. But a glance at the CAUT archives will show that there was significant opposition to the involvement of CAUT in the Crowe case in the fifties, to the creation of a national office in 1959, to the extension of the mandate of the Academic Freedom and Tenure Committee to include tenure and non-renewal cases as well as dismissal and to certain of their techniques such as committees of inquiry and publicity concerning censure. Virtually all the early censures by CAUT provoked stormy debate. The result of these debates was to shape a distinctive organization by democratic debate and compromise.

For instance, in the early days there were those who argued that there should be simply a national office and individual members and others who suggested that there should be no individual members, only local associations and a national office. In the event we ended up with both, and this has given us certain strengths and made for certain differences when we are compared with the faculty organizations in other western countries.

A similar debate has occurred since 1973 over the role of collective bargaining in the CAUT. There are those who believe that any form of collective bargaining is inconsistent with the traditional notions of how the university should be run, and some of this group would like to see CAUT stripped of its collective bargaining role. There are others who see the uncertified as a damper on the creation of an effective national professional trade union. Still others who would argue that local associations should look after all matters pertaining to collective bargaining.

In practice the CAUT both nationally and locally has evolved an ongoing compromise on collective bargaining. The nursing profession chose the route of excluding collective bargaining from their national organization. The result has been the creation of separate nursing organizations involved in collective bargaining who are now engaged in forming a second national body. How long will the members pay for both?

The majority in CAUT, particularly when that majority was composed of the uncertified, recognized the faculty associa-

tions involved in this process were trying to secure the same ends as CAUT has always sought — academic freedom through a legally binding grievance and arbitration procedure and a just economic situation for the members. CAUT also recognized that a form of collective bargaining could be undertaken at common law rather than pursuant to trade union legislation. Indeed this was legally the only recourse in Alberta and British Columbia when the governments of those provinces banned the faculty associations from having rights under labour legislation. This flexibility puzzles some of our friends who think that this form of bargaining died fifty years ago. But it works and serves the purposes of the members.

CAUT has ensured that the services generated in the office as a consequence of collective bargaining are available to everyone. For instance, the Associate Executive Secretary (Collective Bargaining and Benefits) has probably assisted in more interest arbitrations with uncertified than certified associations. Certified associations, with the help of CAUT, have negotiated tough exigency and redundancy provisions, legally binding statements banning discrimination more effectively than human rights codes and articles giving legal force to statements of academic freedom. When times get tough, these are more likely to stand than informal or gentlemen's agreements.

But this role, like all others in CAUT, requires balance and compromise. The certified faculty associations at an early date recognized that it would be unreasonable to require those who could not legally exercise the right to strike or who were opposed to its use to participate in the defence fund which was set up to assist faculty in the case of strikes and lock-outs. As a consequence fourteen faculty associations within CAUT have formed a strike fund which now has \$350,000 in hand plus \$560,000 in pledges.

At this annual meeting you will be asked to consider another compromise, namely a proposal to deal with the question of arbitration costs in individual rights cases. The issue involves both the certified and the uncertified since any faculty association can negotiate an arbitration procedure to deal with some or all of the individual grievances on its campuses. The proposal before you allows CAUT to maintain its traditional role in assisting in cases involving dismissal, denial of tenure, non-renewal, lay-offs, discrimination and violations of academic freedom.

It, however, recognizes that certified associations are liable to generate many other types of arbitrations and, therefore, suggests that there should be a user pay arrangement for these matters. It also understands that the smaller associations have a great deal more difficulty than the larger in defending their rights and recognizes this by suggesting a sliding scale of payment based on size. I believe that this proposal both recognizes our historic responsibilities and makes a reasonable effort to adjust the costs equitably.

I am convinced that most of our members, whatever else they may wish CAUT to do, value CAUT as a form of insurance against catastrophe. It is important that we can respond effectively when they call on their insurance.

There is also another form of insurance. Because association executives change on a frequent basis, it happens occasionally that an executive will find itself devoid of a particular skill that is required to meet the challenges facing the association and its in-

dividual members. The central office provides a repository of skills and on a temporary basis can fill in such gaps until the association can train its own members.

You will also be asked to continue another historic compromise, namely the accord with FAPUQ. Unlike many other national organizations, we have managed both to recognize the special status of Quebec in Canada and to work out a pragmatic model of co-operation with a device, namely the Liaison Committee, to secure modifications as needed. This has been enormously useful to CAUT in its lobbying because on the key issues this year we have been able to present a common front — a most important matter in relation to the federal government. It has been useful to FAPUQ for very pragmatic internal reasons. But it has also had costs for CAUT. Every group that wishes to destroy or to diminish CAUT has attempted to use the accord to further its ends. The then elected officers of CAUT knew this would happen and knew that neither the unanimous vote nor the public protestations by association leaders from across the country that this was an agreement predicated on the special and unique cultural position of Quebec would be remembered when it was convenient to forget them. But it was still worth doing.

But there are perils in the forming and maintaining of a national organization. There is, of course, nothing inevitable about the continuation of such an organization. Some suggest that we should be little more than a social club which would meet once a year. This is the perfect state of nirvana in which, since you do nothing, you offend no one. Some fear, on the other hand, that national organizations create issues in order to fabricate significance just to maintain the interests of their bureaucracy and to substitute the role of professionals for volunteers at the local level.

I do not believe that CAUT has succumb-

ed to these tendencies nor that it has fabricated significance or created "issues". But we should debate these matters from time to time. Indeed we should debate whether we want a national organization at all. No one should fear an honest and up-front debate of this sort. What is debilitating is when this debate is not public and visible and thus does not end with a democratic decision.

I believe that CAUT has wisely decided that it will remain in the business of defending the interests of its individual members at their hour of direst need, namely when they are about to lose their jobs or when they are discriminated against or their academic freedom is violated. I think the organization has been correct in providing services to the certified associations and should continue to do so within reasonable cost restraints. These well publicized contracts provide standards for the whole country.

I also think that it has been a wise decision to extend these services to all associations, whether through the collective bargaining conference or the provision of advice or the assistance of personnel when this is desired. I am also certain that we have served the interests of our community by significantly increasing our involvement in lobbying.

I think these matters are all inter-related. I am sure that the significance of our lobbying advice depends on the general strength and health of our organization. I know that politicians and the press are interested in that strength and health because it tells them whether we are real players in the political process or pretend players. To determine this they naturally look to see whether or not we actually perform useful services for our members. If we do, the members are likely to look to the organization for leadership on other matters. If we do not, they are likely to consider the

p.22

Children's Hospital of Eastern Ontario PAEDIATRIC PERINATOLOGIST

The University of Ottawa Departments of Paediatrics and Obstetrics and Gynecology invite applications for the post of Paediatric Perinatologist at the Ottawa General Hospital. Responsibilities will include antenatal consultation in a rapidly developing high risk pregnancy referral unit as well as postnatal resuscitation and the supervision of neonatal intensive care facilities in that hospital. Cross appointment to the Neonatal Intensive Care Unit of the Children's Hospital of Eastern Ontario and the Perinatal Unit at the Ottawa Civic Hospital would be expected. Suitable applicants should be eligible for certification in paediatrics by the Royal College of Physicians and Surgeons of Canada and for licensure by the Ontario College of Physicians and Surgeons. Applications including curriculum vitae and appropriate references should be forwarded to:

Dr. S.B. MacMuray,
Chairman, Selection Committee for Paediatric Perinatologist,
Department of Paediatrics, University of Ottawa,
401 Smyth Road,
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116

Annual Report of the President

The most urgent task which has confronted CAUT during the past year has been that of defending the academic profession and the universities of Canada from the consequences of continuing underfunding. Thus far an increase in the proportion of Canadian youth entering university programmes and an increase in the number of older persons seeking higher education has deferred for a time at least the anticipated consequences of demographic changes for university enrollments. Nevertheless, Canadian universities are faced with a growing financial crisis which threatens the integrity of our system of higher education and its capacity to discharge its essential functions in our society.

For a number of years the operating budgets provided to universities by provincial governments have to varying degrees failed to keep pace with rising costs. The results already are becoming evident. Buildings and laboratories have begun to deteriorate. Out-moded research equipment has not been replaced. The acquisition of books and journals by our libraries has suffered a serious decline. Educational programs, have been cut back. Laboratories and classrooms have become more crowded, leading to a decline in the quality of the teaching environment. The tuition fees paid by our students have increased significantly (by up to one-third in some provinces) further raising the financial barriers which stand in the way of access to higher education for students from families of modest means. Faculty salaries have fallen behind the rate of inflation and have suffered appreciable erosion in comparison with remuneration in other occupations.

The crisis in the universities is being intensified by the current and continuing dispute over the rate of growth in the funds transferred to the provinces from federal revenues in spite of the warning by the Parliamentary Task Force that all fat has been squeezed out of our system of higher

education and that further cuts will slice into bone and sinew. In fact, probationary faculty in some universities already have been notified that their appointments will not be renewed and the threat of more widespread lay-offs seems imminent. In these circumstances, university administrations tend to make increasing use of limited-term, part-time and other non-tenure track appointments or impose direct tenure quotas, thereby undermining the procedural protections of academic freedom for a considerable proportion of our colleagues.

Faculty in some universities are being asked to forego a substantial part of their salary increases in order to save jobs. Faced with an uncertain future, the decrease in the attractiveness of academic life is turning many of the best minds among our young students away from prospective careers in higher education and research thereby undermining our capacity for professional renewal. If these trends are allowed to continue, the resultant attrition in scholarly activity will not be easily or quickly overcome. The intellectual dynamo which constitutes a major driving force for progress in our society will be crippled for a long time to come.

The troubled financial plight of our universities pre-dates the present economic recession but has been exacerbated by it. Faced with growing budgetary deficits, expenditures in the public sector generally have come under attack, and governments are inclined to see higher education as a tempting target for savings. The university constituency is viewed as disorganized and weak, and hence vulnerable to the budgetary axe. Governments find it appealing to explain that in hard times everyone must tighten their belts and universities are no exception, despite the fact that this approach is very hazardous to the viability of our university system. University education is a long-term process and long lead-times are required to develop and to complete

transitions into new programs as out-dated ones are phased out.

Those who understand the role which the universities play in modern society, as a source of innovation, as a spur to progress in a changing world, as the intellectual cradle of our future leaders, and who appreciate the universities' need for long-term stable funding will recognize how shortsighted it is to place them in a financial squeeze, even if limited in duration. To do so is like killing the proverbial layer of golden eggs or devouring the seeds of next year's food crop. During the post-war decades, Canada has developed a first rate university system which has made a vital contribution to our economic, social and cultural development. It is far too important to the welfare of our society to allow its health to be undermined and its vigour sacrificed to transient economic expediency or to partisan political battles.

These observations may seem platitudinous to most of us but we must acquire the capacity to communicate our message more effectively to a wider audience. That we are rapidly learning to do. In order to meet this challenge, the lobbying activities of CAUT have received major emphasis during the past year. These endeavours have embraced the coordinated efforts of our organization at all three levels, local, provincial and national, and frequently have involved cooperation with student representatives and spokesmen for university administrations. We have presented a brief and given oral testimony in its support to the Parliamentary Task Force on Federal Provincial Fiscal Arrangements and to the Council of Provincial Ministers of Education. Many members of parliament and of provincial legislatures have been visited in their governmental offices and in their ridings in order to explain our position on issues affecting the universities. Press releases have been issued, interviews on radio and television have been undertaken on an increasing scale, and media representatives and editorial writers have been briefed privately as well as in public press conferences.

A national week of concern in March was called in order to bring these various activities to a prominent focus. This week was observed throughout Canada by teach-ins, seminars and symposia, by public addresses from well known figures, and by the utilization of all possible channels to the media. Student demonstrations and marches also were held on a number of campuses or at legislative buildings in or near this week. A mass lobby was conducted in Ottawa and lobbying activities were carried out in most provincial capitals. An international forum on the Crisis in the Universities was held in Toronto. It brought together participants representing the professoriate from the United Kingdom, France, Australia and the United States as well as Canada and received prominent wide media coverage. In these endeavours, CAUT must be especially grateful to Israel Unger who during the past year has accepted the major responsibility for mounting this lobbying effort and who has agreed to continue to offer his services in this area to CAUT during the coming year. Whatever successes this undertaking has earned are due in no small measure to his initiatives and his unstinting efforts on our behalf.

It is sometimes suggested that politicians who underfund universities are only responding to the wishes of the electorate and that if universities are short-changed, it is our own fault for not arousing more vocal public support. Although one is not

inclined to accept the view that government leaders should shirk their responsibilities for explaining issues to their constituencies, the practicalities of political life do demand that we exert more efforts in this direction. It is essential not only to build a wider understanding and appreciation of the way in which universities serve society but also to make their support by the public manifest to those who govern. An interesting and imaginative example of such activities was the recent survey of public opinion in the Edmonton area which was carried out by professional pollsters with the joint sponsorship of the administration and the Faculty Association of the University of Alberta. The results indicated strong general support for the view that the university is a very important institution which should not be allowed to suffer from inadequate funding. The tabloid enclosure prepared by NSCUFA and published in the Halifax Chronicle-Herald is another illustration of what can be accomplished in this area.

I believe that all levels of our organization can take satisfaction in our growing capacity for effective communication with governments and with the public generally. In this connection I would like to acknowledge outstanding performance by the professional officers of CAUT in our lobbying efforts. Don Savage in particular has developed useful and reliable sources of information and channels of communication within the government service which have enabled us to recognize and prepare to meet the issues arising during the debates over EPF as they have evolved, and his wisdom and insight into the decision-making process in Ottawa has been invaluable. Richard Bellaire has brought a wide range of knowledge and analytical skills to these undertakings and has been ably assisted by Jill Greenwell and our research staff.

Although our lobbying efforts have emphasized the funding crisis, they have not been confined to this issue. Briefs have been prepared and communications submitted on specific items of pending legislation or agency decisions. These have included representations, in collaboration with a number of other concerned organizations, on the funding of research by all three major granting agencies, an effort which on the whole has been rather successful. Other issues raised with the appropriate ministers have included taxation matters (eg. the tax on tuition waivers, taxes which work against those going on sabbatical leave, and duties on equipment and chemicals used in teaching and research), obscenity legislation and censorship, freedom of information legislation, Canadianization and Immigration matters (eg. the harassment of visiting scholars), the surreptitious surveillance by the R.C.M.P. of faculty and students in the course of their academic activities on campus, as well as the training of highly specialized manpower.

The latter has been a particular cause for concern. There have been intimations emanating from both levels of government of a desire to use targeted funding as a device to gain additional leverage over the way universities allocate their revenues, including recommendations for reductions in



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President...p.21

core programmes in the humanities in order to accelerate expansion in some of the professional schools where demand exceeds output, e.g. computer science and some branches of engineering. These potential intrusions into the decision-making processes of the universities could undermine their traditional autonomy and distort their educational functions in ways which apparently are not understood by those making such proposals.

Another focus of attention within CAUT during the past year has been the continuing preoccupation of our organization with the level of the fees which we charge our members and with the distribution of our revenues between the three levels of organizational activity. This issue initially arose in CAUT in the earlier years of the past decade as an increasing number of faculty associations chose to engage in formal collective bargaining. Several sought certification under labour codes, and requested the assistance of CAUT in exploring and implementing this option, whereas other associations expressed disinterest or outright distaste for this development and preferred that their dues not be used to promote such activities.

In more recent years, as more and more associations have begun to bargain collectively, an interesting reversion of this position has emerged. Some of our affiliates which have become strong unions find difficulty in meeting growing expenditures in the administration of their collective bargaining contracts, particularly legal fees and the cost of arbitrations, and suggest that CAUT dues (as well as services supplied by CAUT in these areas) should be reduced so that a larger share of their members' dues can be retained locally for such purposes. These concerns are being raised at the same time that the demands upon CAUT's resources for lobbying and public relations as well as in the area of collective bargaining have created a need to bolster CAUT's financial position in order to reverse the repeated deficits which the organization has incurred in the past few years. This need has prompted the Board to recommend that the mill rate be increased to the full extent projected in the notice of motion passed by last year's Council.

The tensions accompanying "decentralized federalism" are not new to CAUT. In this regard, we mirror Canadian society, although our debates have seldom reached the level of acrimonious dispute which characterizes that of our political counterparts. Nevertheless, this topic has been a major item of discussion at each of the previous Council meetings I have attended and has drawn extensive comment from each of my five predecessors in this office.

In her 1977 report to Council, Jill Vickers referred to difficulties in establishing a sense of common purpose among our constituencies and the emergence of a "balance sheet mentality", expressed as a reluctance to contribute to central resources except in exchange for direct equivalent benefits. During the following year, a special Council meeting was called in the fall to reverse a per capita levy which after a heated debate in May, had been narrowly adopted as a means of continuing the funding of regional offices.

In his 1978 report, Gordon Jones commented on divisions within CAUT concerning the level and distribution of its revenues and expenditures and the cost to us of the diversion of our energies and resources to self-examination and reorganization at a time when stability and cohesion were required to defend the academic enterprise from threats which were then looming on the horizon. He emphasized his view that the three levels at which our organization operates should be regarded as complementary rather than competitive and that starving one to feed the other can prove to be dangerously counterproductive.

In 1979, Ron Bercov devoted a substantial portion of his report to budgetary matters and the reorganization of CAUT's

responsibilities following the closure of the regional offices. Two years ago Roland Penner referred to arguments over fees and the various discounts attached to them which tended to create internal dissension, although they involved minor amounts of money insofar as individual members were concerned. This theme was repeated by Issy Unger last year when he urged us to put aside the small things which can divide us in order to concentrate on our transcending common interest.

It is important to recognize that although the changes in fees which are now proposed are trivial for the individual member (a change of 0.2 in our mill rate represents a monthly after-tax cost to the average faculty member of perhaps 30-40 cents, less than the price of a cup of coffee), nevertheless, the block transfer of dues from the treasury of the local association to that of CAUT may amount to several thousands of dollars each month. It is understandable that the retention of these funds for local use might seem tempting to anyone who deprecates the role and the services to our members which only a national organization can provide.

It seems evident to me that we can meet the challenges we face today only if we are strong at all three levels of our organization, with adequate funding for each, and only if we represent a united position which reflects the common interests of our members, and engage in coordinated activities with local, provincial and national associations acting in concert. The dues which our members pay for these combined efforts are small in comparison with those paid by many other occupational groups to their unions or professional associations. We should be less timid in asking our members to fund all three levels of our association optimally if we recognize and explain to them the value of the activities in which we engage and if we convince them that we are prudent in our disbursements and efficient in the organization of our services.

It is entirely proper that the priorities of our organization, the allocation of its resources, and the effectiveness of its performance be under continuous review by the elected representatives of our membership. Much of the discussion at meetings of the Administration Committee and the Board during the past year has been devoted to this topic. I believe that the record of our Association's accomplishments in the defence of academic freedom, in the promotion of collective bargaining in all of its various forms, in providing up-to-date information and advice on salary matters and economic benefits, and in lobbying on a variety of issues, many of which are crucial to our professional welfare, is ample evidence that our national organization is serving the needs of its members well. From my own experience I am convinced that this operation is economical and cost effective. All of us share the responsibility to convey an accurate and complete image of CAUT to our constituencies.

One of the sources of our internal tension is the great diversity of our affiliated associations. Large associations undoubtedly are capable of doing more for themselves than small ones, but most of us recognize that the status of the members of our strongest and largest associations can be undermined by erosion of the position of the smaller weaker associations. At some institutions improvement in salaries or in procedures for protecting academic freedom can be accomplished only by job action on the part of a certified faculty union. This proved to be the case at the Technical University of Nova Scotia last year where a major victory was won with the vigorous support of both NSCUFA and CAUT, as well as by a large segment of Don Savage's time and expertise. Such advances benefit all of our members whatever their mode of interaction with their administration.

In concluding these comments I would like to reemphasize that unity is the key to our future success. Healthy open debate,

tolerance for opposing views, the development of consensus, or where necessary, the willingness to compromise, are vital prerequisites to the preservation of that unity which is so essential for the effective operation of a democratic pluralistic organization such as ours. However contentious the issues with which we must deal, we should never lose sight of the fact that those purposes which unite us are far far more important than the differences which tend to divide and weaken us.

One important aspect of this topic is the relationship between our organization and its affiliates in Quebec. The liaison between CAUT and FAPUQ has been pursued this year with vigor and with a spirit of mutual respect, goodwill and good faith which I believe augurs well for our future interaction. In this connection, it is again ap-

propriate to pay tribute to Issy Unger, as well as to Marie André-Bertrand, both of whom have contributed immeasurably to the development of harmonious communications between our associations. We are fortunate that Issy has indicated a willingness to continue to serve CAUT in this role.

Finally, I must call attention to the debt of gratitude which we owe to our entire professional and support staff. In serving our organization they display the same sense of commitment and dedication to their mission that we have come to expect of those engaged in the academic enterprise. They deserve to know that these characteristics are recognized and appreciated.

Jim Foulks

Exec. Secretary...p.20

organization as irrelevant.

Who do you represent is always the first question. But the unspoken question is do you really represent them. Politicians and bureaucrats are also interested to see whether or not a national organization can have something useful and specific to say or whether it resorts to the old chestnuts and bromides to disguise its inability to secure widespread support. This is another test of strength and health.

This is why in the end the cost accounting approach to CAUT can only destroy it. If everyone demands that they secure from CAUT an exact dollar amount each year equivalent to what they have paid in dues, there will be no organization left in a few years. The uncertified can refuse to pay the 20 per cent of the budget devoted to collective bargaining. The certified can refuse to pay for the Academic Freedom and Tenure Committee since at the moment every case before that committee comes from an uncertified association. It is equally evident that virtually all of the research funds from Ottawa go to the fifteen largest universities in the country.

It thus seems unreasonable to ask the fifty others to pay for the costs of lobbying for research funds. It would, in fact, seem a clear case of the poor paying for the rich. While those in literature, the fine arts and communications may concern themselves about censorship, why should professors of engineering or accounting allow their fees to be spent on lobbying on such matters? Why should the members in British Columbia, Alberta, Saskatchewan and Ontario

allow their dues to be used to lobby for better equalization payments between Ottawa and the poorer provinces when they will get not one cent in return and will, in fact, have their income taxes increased to pay for it?

This is not to say that the organization should not be run efficiently, should not budget prudently and openly, and should make every dollar count. But in the end the only model that works is a political model, one that encourages strong debate but which also produces reasonable compromise and balanced use of the resources. It is one thing to debate that compromise and balance; it is quite another to prevent the political compromise and, in effect, to say that if I do not get exactly what I want or an exact dollar return from CAUT, I will pick up my marbles and go home. I think that it is fair to say that over the years most members of CAUT have operated on the assumption that balance and compromise would prevail. I also think that CAUT has avoided the reverse problem, namely the systematic ganging up of particular majorities to enforce their will.

I would like to thank the staff for all their help and support during the year. I am glad to have had the opportunity of working with the Administration Committee and the Board on the variety of projects which CAUT has undertaken this year. I will be on leave next year, and I know that all those involved in the CAUT in 1982/83 will give Dr. Ron Levesque the same vital support that I have received. I wish him every success, and I know that the executive secretaryship will be in good hands.

Donald C. Savage



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BOOKS. LIVRES

The League for Social Reconstruction LSR

The League for Social Reconstruction: Intellectual Origins of the Democratic Left in Canada 1930-1942. Michiel Horn. University of Toronto Press, 1980. Pp. xii, 270.

This is an excellent book: thorough, well documented, balanced and admirably written. I know something about the hard work and meticulous care that went into it. For Professor Horn sent many drafts of chapters to various surviving LSR members, and I recall a full-dress discussion with a group of us something like a dozen years ago.

The younger generation may be tempted to dismiss the book as "old, unhappy, far-off things, and battles long ago." This would be a mistake. The LSR was born of the depression of the 1930's. Some of what it said may be disquietingly relevant to the depression of the 1980's.

The League was not actually formed as early as 1930. The two prime movers, Frank Underhill and Frank Scott, did not even meet till August 1931, about the time when Calvin Coolidge was summing up the

Disquietingly relevant to 1980's depression

by Eugene Forsey

American depression in the classic New England understatement, "The country is not in good condition." In Toronto, a discussion group which included Harry Cassidy, Eric Havelock and J.F. Parkinson was already at work on a manifesto for some sort of Canadian Fabian Society. In the fall of 1931, a Montreal group under Frank Scott and King Gordon, with help from David Lewis and me, followed suit. In January 1932 the two got together and the LSR was formed.

It was to be an educational body, not a political party. Its manifesto was frankly socialist. Professor Horn says "it carefully avoids the term *socialism*." It does. But it speaks of "a planned and socialized economy," and "socialization of the machinery of banking and investment". So it is a little surprising to find Professor Horn saying that "the document was bound to pull punches," and that "there was truth" in Brooke Claxton's astonishing assertion that the manifesto "hardly differs by so much as a comma from those of all political parties in Canada." That the Toronto branch briefly included the occasional Conservative (notably, Roland Michener) is less a sign of its caution than of the questioning the depression was arousing even among some Conservatives.

Professor Horn comments on the manifesto's silence on the French language and the cultural rights of French Canadians. The founders presumably thought these were adequately covered by the statement that amendment of the Constitution to widen the Dominion's economic power was to be "without infringing legitimate provincial claims to autonomy." In fact,

the guiding spirits of the organization were firmly in favour of guaranteeing the constitutional position of the French language, the Quebec Civil Law and the Quebec system of education. But the gulf between those times and these is starkly revealed in what the Winnipeg Free Press alleged Scott told the 1933 CCF convention: "There is no reason why the CCF might not come out with a bilingual currency."

Professor Horn describes in some detail the League's membership, activities, growth and decline, and its close (though never formal) relationship with the CCF. The League never affiliated with the party; but J.S. Woodsworth was its honorary president, and King Gordon, Graham Spry, George Meeney, David Lewis and I all ran for Parliament or a provincial Legislature as CCF candidates; Frank Scott became CCF national chairman; and most of the membership got so deeply involved in CCF work that this became a major cause of the League's decline.

Professor Horn gives a detailed account of the League's publications, notably, of course, its book, *Social Planning for Canada*, which appeared in 1935 and was reprinted a few years ago. One minor point has escaped him. Many of the economic chapters were originally assigned to distinguished experts in the fields concerned. The drafts some submitted were so thin that I was asked to flesh out the skeletons. I had been given initially one chapter to do. I ended by writing something like a third of the whole.

Professor Horn has an excellent chapter on the LSR's constitutional position: "Canada — one or nine?" The League was

firmly in favour of more centralization, not less, in economic matters. It had no truck or trade with the later theories of Canada as "two nations" or "a community of communities". Some of its leaders later changed their minds. My continued belief in the League policy on this subject led me out of the NDP and, later (temporarily) into the Liberal party. (I am sorry that Professor Horn's quotation of my views does not give the context.)

The chapter on the League's foreign policy makes rather sad reading.

The chapter on academic freedom ("Professors in the public eye") is excellent, but perhaps gives some of the universities of the 1930's rather more credit than they deserve. Professor Estall told Professor Horn that "he never felt inhibited from being active in the CCF or LSR." But I was given to understand at the time that he felt it more prudent to have his chapter in the FCSO book, *Towards the Christian Revolution*, appear with the pseudonym "Prophetica." Professor Horn mentions that I was four times denied the promotion recommended by the head of my department, and that the dean told me my "public statements were 'injudicious'." This is not quite accurate. "Injudiciousness" was indeed one of the reasons given for refusing to promote me. But of the four examples given me two were (a) that I had raised a point of order (admittedly correctly), in a meeting of student advisers, and (b) that I had "been heard, in this building, speaking in an excited tone of voice" (this is verbatim; I later saw it in writing, over the dean's signature). When I asked what I was alleged to have said, the reply was: "Oh! the dean could not tell you that. It was told to the dean in confidence. Besides, it was not what you said. It was the tone of voice." Is it surprising that I replied: "I see. 'Méfiez-vous! Taisez-vous! Les oreilles des ennemis vous écoutent'." There was no CAUT in those days!

The best chapter in the whole book is the last, "The LSR in Canadian history." I don't think it could be improved on. Unlike me, it is eminently judicious.

Senator Forsey was a founding member of the LSR and the CCF.

The Politics of Racism: The Uprooting of Japanese Canadians During the Second World War. Ann Gomer Sunahara. James Lorimer & Company. Toronto 1981.

Assumption of racism too simplistic

by Sylvia Hale

Sunahara provides a very detailed historical account of the uprooting and internment of Japanese communities in British Columbia during the war years, to the eventual reinstatement of their civil liberties, and compensation for their losses, covering the period November 1941 to June 1950. With clarity and sensitivity, she chronicles the events, starting with the situation of discrimination and disenfranchisement of Japanese communities prior to 1941.

It took only twelve weeks from the attack on Pearl Harbour in December 1941, to the instigation of government orders for massive expulsion of Japanese from B.C. Irrespective of their citizenship or place of birth, they were treated as prisoners of war, sent off to work camps, or exiled to ghost towns in interior B.C., there to endure dreadful living conditions, worsened by insecurity and destitution.

Subsequently, government orders-in-

council dispossessed them of their property. Impounded fishing boats were sold at huge losses, after months of neglect and abuse. Profitable farms were bought under the Veteran's Land Act at values far below the going rates, and the money was then confiscated to pay all the costs of internment and relief. These actions were taken under the awesome powers of the War Measures Act and associated orders-in-council which overrode all the protection normally provided to Canadian citizens, and which could not be subject to parliamentary or legal challenge. The same War Measures Act was later used to legitimize plans for massive deportation of Japanese, aliens,

naturalized, and Canadian born alike, after the war.

But by 1949 the political tide was turning, and plans for total deportation were shelved. Nearly 4000 Japanese were repatriated to Japan, to face destitution in a country destroyed by war. The remainder were compulsorily resettled across Canada, with a warning to assimilate, and not to congregate together, lest they face racial aggression. A further four years were to pass before they gained some partial compensation for tremendous financial losses.

Sunahara utilizes excellent data, not previously available to other researchers. Government wartime records, de-classified

after thirty years, provide details of conferences, meetings, and private discussions between politicians throughout these war years. She details the intrigues and political expediency behind the action against the Japanese; the racism of Ian Mackenzie, M.P. for Vancouver Centre, and the vacillation of Prime Minister Mackenzie King who sought to exploit the 'yellow peril' in B.C. to gain votes, and to counter pressure for conscription.

This book provides the beginnings of theoretical analysis of these events, but there remains much work to be done to gain full understanding of the politics of racism. It remains unclear why the Japanese were singled out, and not Germans or Italians. Was it simply colour, or their position as a business class, or merely that public opinion was manipulated in this direction? What were the politics behind this legitimization of attacks on Japanese, but not other groups? Sunahara draws some parallels between treatment of Japanese in Canada and Jews in Germany. What social processes underly this superficial similarity? How deeply can such comparisons be drawn?

The study suggests that the assumption of racism among the Canadian population

p.32

BOOKS . LIVRES

Introduction to futures debate

by Richard Vanderberg

Future Worlds. John Gribbin. Plenum Publishing, New York, N.Y.

Since the mid 1960's, the "futures debate" has been a growing phenomenon among both academics and the general public. Within that debate, extremist arguments and conclusions have been offered by both optimists and pessimists.

The Science Policy Research Unit at the University of Sussex has been, for a number of years, examining social and technological alternatives for the future. Their approach has been characterized by caution. The SPRU team is perhaps best known for its efforts at countering some of the extremely pessimistic forecasts and developing a general methodology for futures forecasting. Recently they moved into forecasting itself with the publication of *World Futures*.

World Futures is a large volume, intended primarily for specialists involved in the "future debate". By its very nature *World Futures* is not appealing to a large general readership.

Future Worlds by John Gribbin was conceived as a counterpart to the SPRU publication. It is more compact, but is in no way a condensed version of the work of the SPRU team. Gribbin, although an outsider, was a contributor to the SPRU since 1975.

Future Worlds is centered around a discussion of three points: the possibility of growth; the desirability of growth; and the effects of growth on the less developed countries. It is the last point which is at the

heart of the SPRU approach to finding a pleasant future world in which to live.

Gribbin starts with a fundamental assumption which was almost accepted by the SPRU team, namely, that it is desirable to raise the standard of living of people in less developed countries to one of equality with people in the now developed countries. Given this assumption, the crucial aspects of any future world can be seen in terms of two variables: the growth of world productivity as a whole and the distribution of the productivity between rich and poor countries.

Of the four choices which these two variables produce, Gribbin opts for high growth and greater equality. These two provide the themes for the book. As with the SPRU study, Gribbin focuses on three key issues: food, energy, and material resources.

Future Worlds is divided into three parts with a total of seven chapters. Part one, composed of two chapters, provides background for those not familiar with futures debates. Among the prophets of boom, Herman Kahn, who Gribbin terms the "archpriest", is given the most extensive coverage. The Ehrlichs, Ann and Paul, are given the most extensive coverage as the prophets of doom.

Part two examines food, energy, and raw materials in each of its three chapters. To this reviewer, this part was certainly the most interesting. Its value is to replace widely held myths with reality. For example, Gribbin cites Susan George's book *How the Other Half Dies* to make the point that "... the root causes of starvation in the world today ... are politics and poverty

— not the mythical inability of the world's agricultural system to produce enough food for its population." This viewpoint is certainly supported by the fact that since World War II food production has actually been growing more rapidly than population according to official FAO figures.

Consistent with the SPRU team, Gribbin concludes in chapter four that, "... the problem of finding an appropriate energy policy for the world, and acting upon it, is the biggest problem which needs to be overcome in order to achieve the best possible future." Unlike food, the demand for energy rises with economic growth. Also, food is a renewable resource; energy, at least the forms in most common use, is not.

Chapter five deals with raw materials. Here, in Gribbin's view, the problem is not the absolute scarcity of the needed materials, but the problems associated with extracting them. This reviewer was especially surprised by one comment in this chapter. Gribbin points out that, "It isn't necessarily government participation, or high taxation, that makes life difficult for mining companies. What really causes the problems is a change in the rules of the game after the starting whistle has been blown". As an Albertan, I can only wish that Canadian governments had read and heeded that statement before emasculating our oil industry!

Part three is composed of two chapters. The first deals with policies and prospects; the second with living in the future world. The most interesting thought in this part is the suggestion that Engel's Law may not hold as societies develop economically. Engel's Law asserts that the more money an

FUTURE WORLDS



individual has, the greater is the proportion spent on services compared with food or durable goods. What appears to be happening in the developed world is that households buy goods which are used together with the household member's own labour to produce items of final consumption in the home.

Future Worlds is clearly written and non-technical. It provides a good introduction to the "futures debate". For those who have followed that debate closely over the years, the book will be of little value. But they were not the intended readership. For the intelligent layman who seeks a broad overview and introduction to the area, *Future Worlds* provides an excellent starting point.

Richard Vanderberg is Executive Secretary of the University of Calgary Faculty Association.

Children's Hospital of Eastern Ontario

PAEDIATRIC NEUROLOGIST

The Children's Hospital of Eastern Ontario, Ottawa, invites applications for the above posting. This individual will join the present complement of two in the Neurology Service.

The position is a geographic full-time post at the Hospital, which is the Paediatric teaching unit of the Department of Paediatrics of the University of Ottawa. The University appointment would be commensurate with the experience of the candidate. Experience in related research as well as EEG interpretation and evoked potentials would be advantageous.

The Children's Hospital of Eastern Ontario is a modern 301 bed facility serving a one million plus paediatric population and provides paediatric teaching to all levels of undergraduate and postgraduate students.

Interested persons should apply to Dr. Pierre Beaudry, Chairman, Department of Paediatrics, University of Ottawa and Chief, Department of Paediatrics, Children's Hospital of Eastern Ontario.

401 Smyth Road
Ottawa, Ontario
K1H 8L1

Children's Hospital of Eastern Ontario

PAEDIATRIC ENDOCRINOLOGIST

The Department of Paediatrics of the Children's Hospital of Eastern Ontario invites applications for the position of Head of Endocrinology and Metabolism. The candidate can expect a conjoint appointment commensurate with his/her experience in the Faculty of Health Sciences, the University of Ottawa.

The successful candidate will be responsible for directing all service, teaching and research in Endocrinology and Metabolism within the hospital and the University Department of Paediatrics. Proven experience in research related to metabolic and endocrinologic diseases of children is highly desirable.

This person should have or be eligible for basic medical licensure examination in Ontario and certification in Paediatrics in Canada.

Please apply in writing to Dr. Pierre H. Beaudry, Chairman, Department of Paediatrics, University of Ottawa, and Chief, Department of Paediatrics, Children's Hospital of Eastern Ontario.

401 Smyth Road
Ottawa, Ontario
K1H 8L1

VACANCIES . POSTES VACANTS

ADMINISTRATIVE POSITIONS

THE UNIVERSITY OF WESTERN ONTARIO. Department of Psychiatry. Title of Position: Chief of Psychiatric Service, University Hospital — Associate or Full Professor — GFT, continuing appointment. Qualifications: Fellowship or equivalent standing. A licence to practise in the Province of Ontario. The candidate will have significant clinical and administrative experience. Nature of Duties: Responsibility will be to continue the organizing, developing, and maintaining a comprehensive psychiatric service within a 400-bed teaching hospital. This will include supervising and participating in the clinical service of a 20-bed unit, teaching to undergraduate and postgraduate students and to other health disciplines at the University. Undertaking individual or collaborative research will be expected. Salary Offered: Commensurate with qualifications. Contact Name and Address: Dr. G.F.D. Heseltine, Chairman and Professor, Department of Psychiatry, The University of Western Ontario, London, Ontario, Canada, N6A 5G2. Effective Date of Appointment: The position will be open July 1, 1982. Closing Date of Appointment: Until position is filled. Position is subject to budget approval. In accordance with Canada Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

UNIVERSITY OF MANITOBA. Faculty of Medicine, Department of Pharmacology and Therapeutics. Professor and Head. Applications are invited for the position of Professor and Head of the Department of Pharmacology and Therapeutics at the Faculty of Medicine, University of Manitoba. Candidates should have a substantial record and academic achievement in Pharmacology and extensive experience in teaching and research. The Department is responsible for programs of education at

CAUT ADVERTISING POLICY AND CENSURE

CAUT will carry advertisements from censored universities at the first and second stages of censure only. CAUT refuses ads from universities at the third stage of censure because the Council explicitly recommends that members not take positions at an institution at this stage of censure.

CAUT BULLETIN ADVERTISEMENT DEADLINES

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| December | — October 26, 1982 | May | — March 25, 1983 |
| February | — December 23, 1983 | June | — April 29, 1983 |
| April | — February 25, 1983 | | |

the undergraduate and graduate levels in medicine and offers programs leading to the M.Sc. and Ph.D. degrees. The Department also co-operates with other clinical departments in the teaching of clinical pharmacology. Both men and women are encouraged in the teaching of clinical pharmacology. Both men and women are encouraged to apply. In accordance with Canadian immigration requirements, this ad is directed to Canadian citizens and permanent residents of Canada. Applications and nominations should be accompanied by a curriculum vitae and submitted to: Dr. T.W. Fyles, Chairman, Pharmacology Search

Committee, 753 McDermol Avenue, Winnipeg, Manitoba, Canada, R3E 0W3. **THE UNIVERSITY OF WESTERN ONTARIO.** Faculty of Dentistry. Applications are invited for the position of Chairman of the Department of Oral Medicine, Faculty of Dentistry, The University of Western Ontario. A licence to practise dentistry in Ontario and extensive professional and teaching and research experience in one or more of the following disciplines are required: Oral Medicine, Oral and Maxillofacial Surgery, Oral Radiology, and Periodontics. The Department also includes a Division of Hospital Dentistry. There are

nine full-time and thirty part-time members of faculty. Salary is negotiable. Applications may be sent, prior to 1 October 1982, to The Chairman, Selection Committee for Chairman of the Department of Oral Medicine, Faculty of Dentistry, The University of Western Ontario, London, Ontario, Canada, N6A 5B7. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

ACCOUNTING

McMASTER UNIVERSITY. Distinguished Professorial Chair in Accounting. It is expected that the holder of the Distinguished Professorial Chair will have an established record as a recognized scholar in accounting. As a senior academic appointee, the holder will be expected to provide leadership in scholarly research activities and in the development of programmes. A Ph.D. or DBA, with teaching and research experience, is required. Salary will be commensurate with the nature of this distinguished position and is expected to exceed that of most senior academic appointments in business. The appointment date is open; however, July 1, 1983 is preferred. Applications should be mailed to: Dr. A.Z. Szendroviets, Dean, Faculty of Business, McMaster University, 1280 Main Street, Hamilton, Ontario, L8S 4M4.

AGRICULTURAL ECONOMICS

UNIVERSITY OF SASKATCHEWAN. Department of Agricultural Economics. Tenure track position. Area of Responsibility: Rural Development, Resource Economics or



The University
of Lethbridge

Director COMPUTING CENTRE

The Computing Centre is currently engaged in significant expansion of services and the introduction of major new developments.

The Centre provides computing services to the University community of a DEC system — 2060 with over 150 terminals connected through a Gandalf PACX-II. The Centre is involved in the extensive development of micro-computer support for teaching and research and plans are currently being considered for a University wide office automation system.

Candidates should possess an advanced degree and previous computer management experience. Interest or experience in local area networks would be desirable. Opportunity may be available to teach computing science courses.

Salary is competitive and is commensurate with qualifications and experience.

Please submit a complete résumé and three letters of reference to:

Vice President (Academic)
The University of Lethbridge
4401 University Drive
Lethbridge, Alberta
T1K 3M4



University of
Guelph

COLLEGE OF FAMILY AND CONSUMER STUDIES DEAN

Applications are invited for the position of Dean of the College of Family and Consumer Studies which will become vacant as of July 1983. The University seeks to appoint a person with considerable experience in the applied social sciences, and with a strong research record, preferably gained in a multidisciplinary environment. University teaching experience, as well as proven administrative capabilities, are necessary qualifications.

The College of Family and Consumer Studies, composed of the Departments of Consumer Studies, and Family Studies, as well as the School of Hotel and Food Administration, offers both the B.A.Sc. and B. Comm. undergraduate degree programs, as well as graduate programs at the Master's level. There are 58 faculty members in the College, which has approximately 1,300 students in its undergraduate programs.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Applications and nominations should be directed to: Dr. H.C. Clark, Vice-President Academic, University of Guelph, Guelph, Ontario, Canada, N1G 2W1 and should be received no later than 31 October, 1982.

Agricultural-Business Management. Major Responsibilities: 1. Teaching undergraduate and graduate level courses in Agricultural Economics; 2. Developing and conducting a research program in the area of rural development or business decision making; 3. Undertaking Extension activity that is complementary to research and teaching in his/her area. Qualifications: Ph.D. in Agricultural Economics with emphasis in agricultural business management or alternatively rural development. Strong minors in Quantitative Methods and/or the macro economics of the agricultural industry would be desirable. Rank and Salary: The initial appointment will be made as Assistant (Exceptionally Associate) Professor in accordance with a salary scale now under negotiation. Date Position Open: July 1, 1982. General Information: The Department of Agricultural Economics at the University of Saskatchewan has a teaching program which covers the Vocational, Bachelor and Master of Science level. It has an ongoing research program and participates in the University's extension program. The University is well served with library and computer facilities. It contains a broad range of degrees granting Colleges, and maintains an enrollment in excess of 10,000 students. Applications: Interested candidates should apply with detailed curriculum vitae, transcripts, and names and addresses of three referees to: Dr. W.H. Furlan, Associate Professor and Head, Department of Agricultural Economics, University of Saskatchewan, 328 Kirk Hall, Saskatoon, Saskatchewan, Canada, S7N 0W0.

ANTHROPOLOGY

UNIVERSITY OF MANITOBA. Anthropology. The Department of Anthropology invites applications for a possible full-time term appointment at the rank of Senior Instructor or Instructor II from September 1, 1982 to June 30, 1983. Ph.D. or its equivalent and ten or more years' experience in a university or equivalent position are the normal requirements for the rank of Senior Instructor. M.A. or its equivalent and 5 or more years' experience in a university or equivalent position are the normal requirements for the rank of Instructor II. Duties include a weighted combination (approximately) of teaching (55%), independent teaching (25%), and personal research (20%) appropriate to the overall functioning of the Department of Anthropology laboratory complex (including laboratories for physical anthropology, archaeology, linguistics, and cultural anthropology). The successful applicant will also be expected to provide or facilitate administrative, academic and technical support of academic research, and training programs. The University encourages both men and women to apply for this position. In accordance with General Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Position availability subject to budgetary approval. Interested applicants should forward a vitae, three letters of reference, and selected publications to Dr. J.F. de Pena, Head, Department of Anthropology, University of Manitoba, Winnipeg, Manitoba, R3T 2N2. Closing date for receipt of applications is October 1, 1982, or until position is filled.

BIOCHEMISTRY

UNIVERSITY OF BRITISH COLUMBIA. Department of Biochemistry. Assistant Professors. Applications are invited for two tenure-track positions. The first position requires someone with research and teaching interests in the area of enzymology. The second position is for a person who has research and teaching interests preferably in metabolism and/or regulation. Applicants must have a Ph.D. or M.D. degree and at least two years of postdoctoral experience. The position will be available on July 1, 1983, or at a suitable subsequent date. Applications will be received until the position is filled. The salary range is \$25,000 to \$30,000 per year. Send curriculum vitae, list of publications, a brief description of future research interests and the names of three referees to: Dr. Dennis E. Vance, Department of Biochemistry, University of British Columbia, Vancouver, B.C., V6T 1W5, Canada. In accordance with Canadian

Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

BIOLOGY

UNIVERSITY OF TORONTO. ERINDALE CAMPUS. Biology. Postdoctoral Research Associate. We are seeking a research associate to participate in a team research effort which involves investigations on the biochemistry of nucleic acids in the edible mushroom, *Agericus bisporus* and mycorrhizal that infect this agriculturally important mushroom. The successful candidate should have a strong background in the biochemistry of Nucleic Acids and Genetics. Preference will be given to individuals with recombinant DNA experience or experience with monoclonal antibodies. Salary is \$18,000-\$20,000 per annum. Appointment date October 15, 1982. Closing date for receipt of applications, October 1, 1982. Send CV and two letters of reference to: Dr. P.A. Horgen, Biology Group, University of Toronto, Erindale Campus, Mississauga, Ontario, L5L 1C6. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

DALHOUSIE UNIVERSITY. Biology. The Department of Biology invites application for a two-year appointment (Assistant Professor) effective July 1, 1983. Applicants in all areas of Genetics will be considered, however, those with research interests in quantitative genetics are particularly encouraged to apply. Duties include teaching in undergraduate genetics and an advanced class in the candidate's area of interest. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents. Applications, including C.V., representative reprints and the names of three referees should be sent by October 31st, to: Mr. J.J. Coates, Administrative Manager, Department of Biology, Dalhousie University, Halifax, Nova Scotia, B3H 4J1.

McMASTER UNIVERSITY. Biology. The Department of Biology, McMaster University invites applications for a 1983 Natural Sciences and Engineering Research Council "University Research Fellowship". This position will have the rank of Assistant Professor in the Department of Biology. The term of the fellowship should begin in 1983. A completed curriculum vitae, including the names of at least three referees, should be received no later than October 1, 1982 by S.F.H. Threlkeld, Chairman, Department of Biology, McMaster University, 1280 Main Street West, Hamilton, Ontario, L8S 4K1. NSERC University Research Fellowships may be held only by Canadian citizens or landed immigrants.

McMASTER UNIVERSITY. Biology. The Department of Biology, McMaster University invites applications for a 1983 Natural Sciences and Engineering Research Council "University Research Fellowship". This position will have the rank of Assistant Professor in the Department of Biology. The ideal candidate should have a strong experimental approach to animal ecology, and some preference will be given to those with a background in invertebrate biology. The term of the fellowship should begin in 1983. A completed curriculum vitae, including the names of at least three referees, should be received no later than October 1, 1982 by S.F.H. Threlkeld, Chairman, Department of Biology, McMaster University, 1280 Main Street West, Hamilton, Ontario, L8S 4K1. NSERC University Research Fellowships may be held only by Canadian citizens or landed immigrants.

UNIVERSITY OF OTTAWA. Department of Biology. Research Associate for work on physiology of halophilic bacteria. Ph.D. and at least two years of post-doctoral experience. Special Interest in candidates with experience in bioenergetics and isolation of microbial enzymes. Salary to \$20,000. Only Canadians and permanent residents need apply. Contact: Dr. D.J. Kushner, Department of Biology, University of Ottawa, Ottawa, Ontario, K1N 6N5.

BUILDING STUDIES

CONCORDIA UNIVERSITY. Centre for Building Studies. Construction Management. The Centre is seeking applications for

a tenure track position in Construction Management for immediate appointment. Situated in downtown Montreal, the Centre for Building Studies is a university-based centre responsible for a range of unique academic and research programs directed towards four fields within the discipline of building engineering: building environment, building science, building structures and construction management. A particularly strong graduate concentration exists in construction management. The successful candidate will possess expertise in one or more of the following areas: construction operations, planning and scheduling, cost control, and computer applications in construction. Duties include undergraduate and graduate teaching, graduate supervision and research. Successful candidates will possess an advanced degree, preferably a Ph.D. in construction management or related discipline. Industrial experience is highly desirable. Canadian citizens and permanent residents will be given preference. Salary and rank are negotiable depending on academic qualifications and experience. Send a complete resume with three names of reference to: Dr. P. Fazio, Director, Centre for Building Studies, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, Canada, H3G 1M8.

BUSINESS ADMINISTRATION COMMERCE

McMASTER UNIVERSITY. Faculty of Business. Applications are invited in the following areas: (i) Accounting, (ii) Business Policy, (iii) Finance, (iv) Information Systems, (v) Marketing. Rank depends on qualifications and experience, preferably at the Assistant or Associate Professor level. Visiting appointment is also possible. Ph.D. or DBA degree (completed or near completion) is expected, preferably with teaching and research experience. Duties include research and teaching at both graduate and undergraduate levels. Applicants in Marketing will be expected to teach courses in Introductory Marketing, Communications, and/or Product Management. Applicants for Informative Systems will be expected to contribute to the major field or the Ph.D. program, others to the minor. Salary will be commensurate with qualifications, teaching and practical experience. Appointment date is open; July 1, 1983 is preferred. Application date closes when position is filled. Applications should be sent to: Dr. A.Z. Szendrovits, Dean, Faculty of Business, McMaster University, Hamilton, Ontario, L8S 4M4.

ATHABASCA UNIVERSITY. Athabasca University has 2 positions in areas of Mgmt Studies, Operations, Mgmt, and Administrative Policy. Appointments may be filled at the Assistant, Associate or Professorial rank, commensurate with education and experience. Prefer PhD/DBA but will consider suitable blend of MBA/MSc and experience. Positions are subject to budget approval. Appointment dates are flexible. Athabasca University is a publicly funded institution specializing in distance education. Courses in Bachelor degree programs have over 7000 enrolments. The University will be moving from Edmonton to the town of Athabasca, Alberta, 85 miles north. In a quiet, country setting on the Athabasca River. Anticipated relocation date is Dec. 31, 1984. Reply with comprehensive C.V. (and at least three referees' names, addresses and phones) as soon as possible to: Co-ordinator of Recruitment, Athabasca University, 12352-149 St., Edmonton, Alberta, T5V 1G9.

DALHOUSIE UNIVERSITY. Business Administration. Applications are invited at various ranks in all areas for 1982/1983 including Accounting, Finance, Management, Informative Systems, Marketing, Policy, Statistics, Transportation, International Business, Organizational Behavior and Organizational Theory. Qualifications required are a genuine interest in teaching and a strong research orientation. Salary and rank will be commensurate with the applicant's qualifications and experience. Enquiries should include a curriculum vitae and the names of three referees and should be sent to: Dr. John H. Scheibhut, Director, School of Business Administration, Dalhousie University, Halifax, Nova Scotia, B3H 1Z5.

UNIVERSITY OF WATERLOO. Business Administration. Accounting and Finance. Applications are invited for faculty positions

from those with teaching interests in (i) managerial accounting (ii) financial accounting (iii) finance (iv) information systems. Ph.D. or equivalent. Salary and rank will depend on qualifications. Appointments effective July 1, 1982 or by arrangement. Appointments available until positions filled. Send resumes to Dr. John R. Hanna, Professor of Accounting, 222 Hagey Hall, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The availability of these positions is subject to budgetary approval.

THE UNIVERSITY OF ALBERTA. Faculty of Business. Applications are invited for full-time tenure-track faculty positions from those with teaching and research interests in: Accounting (5 positions); Management Information Systems (2 positions); Finance (1 position); Marketing (2 positions); Business Policy (1 position); Organizational Behavior (1 position); Industrial Relations (1 position); and Legal Relations (1 position). Ph.D. or equivalent is required. Salary and rank depend on qualifications. Ranges are: Assistant Professor \$27,720 to \$39,820; Associate Professor \$35,420 to \$51,658; Professor from \$46,010. In addition, market supplements to ensure competitive offers are negotiable. Appointments normally effective July 1. Send resume to: Dr. S. Smith, Dean, Faculty of Business, The University of Alberta, Edmonton, Alberta, T6G 2G1, Canada. The University of Alberta is an equal opportunity employer.

WILFRID LAURIER UNIVERSITY. Business Administration. Applications are invited for teaching positions in the areas of Accounting, Finance, Management Information Systems, Marketing, Operations Management, Organizational Behavior and Introductory Policy for the 1983-84 academic year. Qualifications: set up to Associate Professor. Duties: includes undergraduate and/or graduate teaching. Applications will be accepted until positions are filled and are subject to budget approval. Immigration policy states that "Only Canadians of Landed Immigrants to Canada need apply for this position." Send applications to: Dr. T.F. Gawler, Ph.D., Associate Dean of Business, School of Business and Economics, Wilfrid Laurier University, Waterloo, Ontario, Canada, N2L 3C5.

YORK UNIVERSITY. Faculty of Administrative Studies. Positions are open commencing July 1, 1983, subject to budget approval in the following areas: Accounting, Behavioral Science, Economics, Labor Relations, Finance, Management Science, Management Information Systems, Marketing, Policy & Environment, Management Policy, Production Management. Rank and salary are open. Successful candidate will be expected to be active in research and to teach in the Ph.D., Masters, and Undergraduate Programmes. Please submit curriculum vitae and references to W.B. Crowston, Dean, Faculty of Administrative Studies, York University, 4700 Keele St., Downsview, Ontario, M3J 2B6. Deadline for submission — when positions are filled.

THE UNIVERSITY OF BRITISH COLUMBIA. Commerce and Business Administration. Applications are invited in most areas including accounting; finance; management information systems; marketing; industrial relations; statistics; transportation; operations management; and applied economics (industrial organization and policy focus). A distinguished researcher in organizational behavior will also be considered. As a minimum, applicants must be nearing completion of their Ph.D. dissertation. Required qualifications include an interest in undergraduate teaching, a very strong research orientation, and the ability to supervise doctoral candidates. Most openings are at the rank of assistant professor. Salary will be commensurate with the applicant's qualifications and experience. The positions are open to both male and female applicants. Enquiries should include a curriculum vitae and the names of three referees, and should be sent to: The Dean, Faculty of Commerce and Business Administration, University of British Columbia, Vancouver, B.C. V6T 1Y6.

CHEMISTRY

UNIVERSITY OF ALBERTA. Chemistry. Research Associate in Chemistry of Fungal Metabolites. Applications are invited for a research associate position in the area of

the chemistry and biology of fungal metabolites. The successful candidate must have a Ph.D. in organic chemistry and published research experience in the chemistry of fungal metabolites. A knowledge of and experience in culturing techniques is essential, as well as experience in the isolation and structure determination of fungal metabolites. A knowledge of biosynthetic techniques using ¹³C NMR will be advantageous. The initial salary will be in the range of \$18,000 to \$20,000, depending on experience. The position is initially for a three year period with continuation subject to availability of funding. Completed applications with a list of publications and three professional referees must be received by October 1, 1982. Respond to: Dr. W.A. Ayer, Department of Chemistry, University of Alberta, Edmonton, Alberta, T6G 2G2. The University of Alberta is an equal opportunity employer but in accordance with Canadian Employment and Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents.

UNIVERSITY OF SASKATCHEWAN. Department of Chemistry and Chemical Engineering. Applications are invited from qualified candidates for appointments as Post-Doctoral Fellows and Research Associates in the following fields of chemistry and chemical engineering: Chemistry — Theory of conformational changes and chemical reactions, energy hypersurfaces, quantum chemistry of biomolecules, photochemistry and radiation chemistry, transition metal complexes and high pressure chemistry, laser photochemistry, photophysics and spectroscopy, fluorescence studies of proteins, thermodynamic and dynamic investigations, and microemulsions, organometallic chemistry, organic reaction mechanisms, electron spin resonance of solid state defects and organic radicals, spin-Hamiltonian theory, chemical reactions generated by ultrasound, dynamics of fast reactions using ultrasonic techniques. Chemical Engineering — corrosion engineering, slurry pipeline flow, heterogeneous catalysis, production of liquid and gaseous hydrocarbons from coal and biomass, and reactor modelling studies. The positions are tenable initially for one year, renewable, at rates up to the maximum allowed by the USERC grant regulations. Send curriculum vitae, transcripts and letters from three referees to the undersigned, from whom further particulars may be obtained. Professor D.R. Grant, Head, Department of Chemistry and Chemical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada. Telephone 306-343-2933.

CLASSICAL STUDIES

BISHOP'S UNIVERSITY. Classical Studies. Bishop's University has an opening for a tenure stream position in the Department of Classical Studies commencing July 1st, 1983. We are looking for a promising scholar with specialization in both Roman History and Classical Art and Architecture. Duties will include teaching undergraduate courses in Roman Republican and Imperial History, Roman Civilization, Classical Art and Architecture and the Latin Language. Bishop's is a small undergraduate university in the Liberal Arts tradition. The Department of Classical Studies offers most of the courses in translation, many of which are cognate in other Departments. However, there is an opportunity to teach in the original languages. Ability to teach effectively and to participate in a small community are of primary significance. Reference will be given to candidates with a Ph.D. or Ph.D. near completion. Rank will depend upon qualifications and experience. The 1981-82 salary floors were Lecturer \$20,967, Assistant Professor \$26,209, Associate Professor \$34,071. Applications, including curriculum vitae and names of three referees, should be sent immediately to: Dr. K.D. Kuepper, Dean of Faculty, Bishop's University, Lennoxville, Que. J1M 1Z7. Applications will be received until the position is filled.

COMPUTER SCIENCE/INFORMATIQUE

McGILL UNIVERSITY. School of Computer Science. The School of Computer Science invites applications for several openings at

the Assistant Professor level. The starting date is negotiable. A Ph.D. or equivalent is required. All specializations of computer science are of interest but preference will be given to candidates with established records in artificial intelligence, database systems, VLSI, computer networks, multi-processing or programming languages. Responsibilities include research and teaching at the graduate and undergraduate levels. Salary negotiable. Minimum starting salary \$26,150. Candidates should write to: Prof. M.M. Newborn, Director, School of Computer Science, Burnside Hall, 805 Sherbrooke Street West, McGill University, Montreal, Quebec, H3A 2K6, Canada.

CONCORDIA UNIVERSITY. Computer Science. Tenure track and temporary teaching and research positions are available at all levels. Areas of special interest include: a) data base systems and management, b) hardware and software applications in computer science. Candidates strong in other areas will also be considered. Applicants should have a Ph.D. degree in computer science or related field. The department has 23 professors, all active in research. We offer both undergraduate and graduate programs in English with an enrolment of 1000 students. Apply giving résumé and names of at least three references to: Dr. C.Y. Suen, Chairman, Department of Computer Science, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, H3G 1M8, Canada.

DALHOUSIE UNIVERSITY. Computing Science. Dalhousie University, Department of Mathematics, Statistics and Computing Science, invites applications for three track positions in Computing Science. Applicants should hold a Ph.D. in any area of computing science. Applications, including curriculum vitae and the names of three referees, should be sent to: Dr. A.C. Thompson, Department of Mathematics, Statistics and Computing Science, Dalhousie University, Halifax, Nova Scotia, B3H 4H8.

UNIVERSITY OF NEW BRUNSWICK, IN SAINT JOHN. Division of Mathematics, Engineering & Computer Science. Applications are invited for a new tenure track position at the Assistant/Associate level. Ph.D. in Computer Science is preferred but may be compensated for by equivalent experience. Duties include teaching undergraduate courses and conducting research. Salary commensurate with rank and qualifications. Applicants should send curriculum vitae and names of three referees to: Dr. Cameron, Dean of Faculty, University of New Brunswick in Saint John, P.O. Box 5050, Saint John, N.B., E2L 4L5. Applications close when the position is filled. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

UNIVERSITY OF OTTAWA. Department of Computer Science. The Computer Science Department is seeking applicants for two tenure-track positions. A Ph.D. in Computer Science or a closely related discipline is required, preferably with specialization in one or more of the following areas: simulation methodology and software, software engineering, operating systems, theoretical and graduate levels, research and administrative activities. Bilingualism (French and English) would be an asset. Applications will be received until the positions are filled. To apply, send curriculum vitae and the names of three references to: Dr. Jacques Raymond, Computer Science Department, University of Ottawa, Ottawa, Ontario, K1N 9B4.

UNIVERSITÉ D'OTTAWA. Département d'Informatique. Le département d'Informatique recherche présentement professeurs à temps pleins. On demande un spécialiste en: simulation ou méthodologie et logiciels ou génie informatique ou, systèmes d'exploitation, ou théorie de l'informatique ou intelligence artificielle. La charge de travail comprend de l'enseignement au niveau du baccalauréat et de la maîtrise, de la recherche, et des charges administratives. Le bilinguisme est un avantage. On reçoit les applications tant que les postes ne sont pas remplis. Envoyer votre résumé et les noms de trois références à: Dr. Jacques Raymond, Département d'Informatique, Université d'Ottawa, Ottawa, Ontario, K1N 9B4.

THE UNIVERSITY OF NEW BRUNSWICK. Computer Science. Assistant Professor or Associate Professor (tenure track). Ph.D. (or be nearing completion of this degree) in

Computer Science desirable, various areas including: operating systems, software engineering, digital networks, systems design, micro-processors, computer graphics, or data base systems. Teaching at the undergraduate and graduate levels and collaborative research. Salary commensurate with qualifications and experience. Apply to: Dr. W.D. Watson, Director, School of Computer Science, University of New Brunswick, Fredericton, N.B., Canada, E3B 5A3. Starting January 1983. Closing: When position filled.

UNIVERSITY OF WATERLOO. Computer Science. Applications are being accepted for a faculty position in the area of Information Systems. The candidate is expected to hold a Ph.D. degree in Computer Science, Information Systems, Management Systems, or related fields, or equivalent experience. An M.B.A. degree would be desirable though not necessary. Salary and rank according to experience. The successful candidate will be expected to participate in the teaching and research activities of the Department, and to provide leadership in the development of the curriculum in Information Systems and related areas. The Computer Science department is located in the Faculty of Mathematics which has large programs for students specializing in Computer Science, Administration, Accounting, and Business. There are excellent opportunities for interaction with professors of Computer Science, Statistics, and Operations Research in the Faculty of Mathematics, Management Science in the Faculty of Engineering, and Accounting in the Department of Economics. For further information contact: Professor J. Brzozowski, Chairman, Department of Computer Science, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

UNIVERSITY OF WATERLOO. Computer Science. Applications are being accepted for faculty positions at the Assistant, Associate, or Full Professor level. A Ph.D. in Computer Science is required, with evidence of outstanding research accomplishment or potential. All areas will be considered. Applications should include a curriculum vitae and the names of three referees and should be directed to: Professor J.A. Brzozowski, Chairman, Department of Computer Science, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

DENTISTRY

THE UNIVERSITY OF BRITISH COLUMBIA. Faculty of Dentistry. Oral and Maxillofacial Surgery. Applications are invited for a full-time position in the Department of Oral and Maxillofacial Surgery, University of British Columbia, Vancouver, Canada. Candidates should have the examination required by the College of Dental Surgeons of B.C. Duties include participation in the didactic and clinical teaching of minor oral surgery to the under-graduate students and potential involvement in any future graduate training program which may evolve. Salary and rank are negotiable according to qualification and experience. Operating room privileges are available. The appointment will be at the Assistant/Associate Professor level. The application, together with curriculum vitae, should be sent to: Dr. A.E. Swanson, Head, Department of Oral and Maxillofacial Surgery, The University of British Columbia, Faculty of Dentistry, 2199 Wesbrook Mall, Vancouver, B.C. Canada, V6T 1Z7.

UNIVERSITY OF SASKATCHEWAN. College of Dentistry. Saskatoon, Saskatchewan, Canada. Effective July 1, 1983 a vacancy for a full-time faculty member will exist in the Department of Diagnosis and Oral Radiology, College of Dentistry, University of Saskatchewan. Applicants should have postgraduate training in, or related to, Diagnosis, Oral Radiology, and Oral Medicine, with a major emphasis on Oral Radiology, and should be eligible for licensure with the College of Dental Surgeons of Saskatchewan. Responsibilities include teaching undergraduate courses related to Diagnosis, Oral Radiology, and Oral Medicine, supervision of related activities, and co-operating with other faculty when screening patients for College

Teaching Clinics. Research facilities are available and the adjacent University Hospital Dental Residency Program may provide useful resources. Maxillofacial radiology equipment presently installed in the department includes cephalometric, panoramic and tomographic units. Consulting and Practice Privileges to a maximum of two half days per week are permitted, either on or off base. An Intramural Practice Unit is provided for faculty who wish to utilize on base facilities. Salary and rank commensurate with qualifications and experience. Interested applicants should send curriculum vitae and related documentation with at least three names for reference purposes to: Dr. E.R. Ambrose, Dean, College of Dentistry, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

UNIVERSITY OF SASKATCHEWAN. College of Dentistry. Saskatoon, Saskatchewan, Canada. Effective July 1, 1982, a vacancy for a full-time faculty member will exist in the Department of Oral Biology, College of Dentistry, University of Saskatchewan. Applicants should have a dental degree and postgraduate training in Oral Pathology (or Oral and General Pathology), and should be eligible for licensure with the College of Dental Surgeons of Saskatchewan. Responsibilities include research, didactic and clinical teaching in oral pathology at the undergraduate level, along with managing the College diagnostic biopsy services. The candidate will be expected to work in close co-operation with other specialists in the diagnostic and surgical disciplines. Research facilities are available and the adjacent University Hospital Dental Residency Program may provide useful resources. Consulting and private practice privileges to a maximum of two half days per week are permitted, either on or off base. An Intramural Practice Unit is provided for faculty who wish to utilize on base facilities. Salary and rank commensurate with qualifications and experience. Interested applicants should send curriculum vitae and related documentation, with three names for reference purposes, to: Dr. E.R. Ambrose, Dean, College of Dentistry, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0.

ECONOMICS

UNIVERSITY OF WATERLOO. Department of Economics. Applications are being accepted for one or more appointments in ranks commensurate with candidates' qualifications. Ph.D. with competence in both scholarship and graduate (MA) and undergraduate teaching. Applicants with main or secondary specializations in one or more of the following areas are invited to apply: Resource Economics, International Economics, Labor Economics, Monetary Theory and Institutions. Salaries fully competitive with other Canadian universities. The availability of these positions is subject to budgetary approval. Applications, including a curriculum vitae and references, should be sent to: Dr. K.M. Bennett, Department of Economics, University of Waterloo, Waterloo, Ontario, N2L 3G1. Effective date of appointment: July 1, 1983. Closing date for receipt of applications: January 31, 1983. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

THE UNIVERSITY OF WESTERN ONTARIO. Department of Economics. Assistant Professor. Serious consideration will be given to applicants with a Ph.D. (or expected in 1983) or equivalent qualification who are expected to establish themselves as good teachers. Field of specialization, within Economics, is not of decisive importance. These are limited term positions. Any candidate who has not completed his Ph.D. or equivalent qualification at the time of taking up his appointment will be appointed initially as an under-graduate and graduate teaching, some research output, and some administrative duties. Fully competitive salary and other conditions. Contact Professor David Laidler, Chairman, Department of Economics, The University of Western Ontario, London, Ontario, Canada, N6A 5C2. Appointments effective July 1, 1983. Positions subject to budgetary approval. Closing date for receipt of applications is November 15, 1982. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

THE UNIVERSITY OF WESTERN ONTARIO. Department of Economics. Assistant, Associate or Full Professor. At Assistant level, serious consideration will be given to applicants with a Ph.D. (or expected in 1983) or equivalent qualification who are expected to establish themselves as good teachers and recognized scholars. Field of specialization, within Economics, is not of decisive importance, and outstanding candidates in any area will be considered seriously. Candidates for senior positions must be scholars of international reputation, and good teachers. At this level, preference will be given to applicants whose fields of interest include Economic Theory and Mathematical Economics. These are tenure track positions. Appointments at the rank of Associate and Full Professor may be made with tenure from the outset. Any candidate who has not completed his Ph.D. or equivalent qualification at the time of taking up his appointment will be appointed initially at the rank of Lecturer. Duties include undergraduate and graduate teaching, research supervision, significant research output, and some administrative duties. Fully competitive salary and other conditions. Contact Professor David Laidler, Chairman, Department of Economics, The University of Western Ontario, London, Ontario, Canada, N6A 5C2. Appointments effective July 1, 1983. Positions subject to budgetary approval. Closing date for receipt of applications is November 15, 1982. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

THE UNIVERSITY OF WESTERN ONTARIO. Department of Economics. Instructor. Work towards Ph.D.* desirable, but MA's considered. Excellence in teaching is required. These are limited term positions, and appointments may be made for periods of less than one and not more than two years. Any candidate who is actively working towards the Ph.D.* may be appointed at the rank of Lecturer, and any candidate with a completed Ph.D.* is eligible for appointment at the rank of Assistant Professor. The limited term nature of the position will not be changed by appointment at a rank other than Instructor. Duties include teaching various undergraduate courses in economics including Principles of Economics. Salary floor \$13,750. Contact Professor David Laidler, Chairman, Department of Economics, The University of Western Ontario, London, Ontario, Canada, N6A 5C2. Appointments effective September 1, 1983. Positions subject to budgetary approval. Closing date for receipt of applications is November 15, 1982, or equivalent qualification. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

EDUCATION

UNIVERSITY OF SASKATCHEWAN. College of Education, Saskatoon, Saskatchewan. The College of Education invites applications for a full-time position in Reading and Language Arts Education (Elementary School - Primary level) in the Department of Curriculum Studies. Qualifications: Doctorate, successful teaching experience in the Elementary School especially at the primary level (K-3). Special consideration will be given to candidates who have training and experience in Language and Language Development and Reading Education. In addition, some training and/or experience in Teaching English as a Second Language is desirable. Responsibilities: 1) Teach undergraduate and graduate courses in Reading and the Language Arts and Teaching English as a Second Language; general methods courses; and supervise interns and student teachers. 2) Advise graduate students in Reading and the Language Arts and Teaching English as a Second Language. 3) Participate actively in in-service work. 4) Encourage and conduct research. Rank and Salary: Assistant Professor. Commensurate with experience and qualifications. Employment date: July 1983. Deadline: Until appointment is made. Apply to: Dr. J. Gajdarski, Head, Department of Curriculum Studies, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0. Please note: In accordance with Canadian Immigration requirements, this ad is directed to Canadian citizens and permanent residents.

ENERGY PHYSICS

TRIUMF MESON RESEARCH FACILITY. UNIVERSITY OF ALBERTA. SIMON FRASER UNIVERSITY. UNIVERSITY OF VICTORIA. UNIVERSITY OF BRITISH COLUMBIA. Competition No 355-072. Research Associate in Intermediate Energy Physics. Applications are invited from persons with experience in intermediate energy nuclear physics. A good working knowledge of counter systems, fast and slow electronics, computer and nuclear cryogenics is required. The successful candidate will be engaged in the University of Manitoba's research program in intermediate energy physics using the TRIUMF accelerator. Remuneration will depend on qualifications and previous experience. Applications including curriculum vitae, bibliography and the names of three referees should be sent by October 15, 1982 to: Dr. W.T.H. van Oers, c/o TRIUMF Personnel, 4004 Wesbrook Mall, Vancouver, B.C., V6T 2A3. We offer equal employment to qualified male and female applicants. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

ENGINEERING AGRICULTURAL

UNIVERSITY OF SASKATCHEWAN. Department of Agricultural Engineering. Lecturer. This position is for a two-year period, October 1 to April 15 each year. The position requires the ability to lecture and/or direct laboratory studies in the fields of agricultural power units, agricultural machinery and the use of electricity in agriculture. Applicants should have a degree in Agriculture or in Agricultural Engineering and active experience in farming. Apply to: Dr. G.C. Zoerb, Head, Dept. of Agricultural Engineering, University of Saskatchewan, Saskatoon, Sask. S7N 0W0. **UNIVERSITY OF ALBERTA.** Agricultural Engineering. The University of Alberta, Department of Agricultural Engineering invites applications for a tenurable faculty position at the assistant or associate professor level. Duties to include undergraduate and graduate teaching and research in the area of instrumentation and application of micro-processors in agricultural engineering. Graduate training (Ph.D. preferred) in agricultural engineering or related engineering discipline. 1982-83 salary ranges from \$27,720 to \$39,825 and \$35,420 to \$51,638 respectively. Applicants should send curriculum vitae, transcripts and the names of three referees to: Dr. K.W. Domler, Department of Agricultural Engineering, University of Alberta, Edmonton, Alberta, Canada T6G 2G6, prior to October 15, 1982. The University of Alberta is an equal opportunity employer, but in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

MCGILL UNIVERSITY. MACDONALD CAMPUS. Faculty of Agriculture. Full-time Lecturer in Agricultural Engineering, one year term renewable subject to the availability of funds with possibility of promotion to Assistant Professor level. Ph.D. in engineering with research and teaching experience in agriculture preferred. Duties involve undergraduate teaching in professional engineering program and participation in the Department's research program with the possible direction of postgraduate students. Salary is about \$1700 per month plus increase for 1982-83 year. This position is available from January 1, 1983. Applications with curriculum vitae should be sent to: Dr. E. McKyes, Chairman, Department of Agricultural Engineering, McGill University, P.O. Box 950, Macdonald College, Ste. Anne de Bellevue, Quebec, H9X 1C0, Canada. Applicants should request three (3) referees to send letters of recommendation to the same address.

ENGINEERING CHEMICAL

TECHNICAL UNIVERSITY OF NOVA SCOTIA. Department of Chemical Engineering. Applicants are invited to apply for a tenure-track academic position at the rank of Assistant Professor. A Ph.D. in Chemical Engineering is a necessity, and an interest

in process dynamics and control is desirable. Duties will include undergraduate and graduate teaching and independent research. Applications with Curriculum Vitae and names and addresses of three referees should be addressed to: Dr. Allan F. McMillan, Head, Department of Chemical Engineering, Technical University of Nova Scotia, P.O. Box 1000, Halifax, Nova Scotia, B3J 2X4. **UNIVERSITY OF SASKATCHEWAN.** Department of Chemistry and Chemical Engineering. Applications are invited from qualified candidates for appointments as Postdoctoral Fellows and Research Associates in the following fields of Chemistry and chemical engineering: Chemistry - Theory of conformational changes and chemical reactions, energy hypersurfaces, quantum chemistry of biomolecules, photochemistry, organometallic chemistry, organic reaction mechanisms, electron spin resonance of solid state defects and organic radicals, spin-Hamiltonian theory, chemical reactions generated by ultrasound, dynamics of fast reactions using ultrasonic techniques. Chemical Engineering - corrosion engineering, slurry pipeline flow, heterogeneous catalysis, production of liquid and gaseous hydrocarbons from coal and biomass, and reactor modelling studies. The positions are tenable initially for one year, renewable, at rates up to the maximum allowed by the NSERC grant regulations. Send curriculum vitae, transcripts and letters from three referees to the undersigned, from whom further particulars may be obtained. Professor D.R. Grant, Head, Department of Chemistry and Chemical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada. Telephone 306-343-2933.

ENGINEERING CIVIL

UNIVERSITY OF BRITISH COLUMBIA. Civil Engineering. Because of special Provincial Funding to expand Engineering Education the University of British Columbia a tenure track position is available in Civil Engineering in Applied Hydraulics with emphasis on Coastal Engineering. Research expertise is desirable in both practical and theoretical aspects of topics such as estuary hydrodynamics, coastal effluent discharge, density flows or sediment transport in river-estuary systems. Preference will be given to young applicants with a Ph.D. and teaching and research experience (or the equivalent). The University of British Columbia offers equal opportunity employment to qualified male and female candidates. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents. Applications with a complete resume and the names of at least three referees should be sent to: Dr. R.G. Campanella, Head, Civil Engineering Department, University of British Columbia, 2324 Main Mall, Vancouver, B.C. V6T 1W5.

ENGINEERING ELECTRICAL/ GENIE ELECTRIQUE

TECHNICAL UNIVERSITY OF NOVA SCOTIA. Department of Electrical Engineering. Applications are invited for a tenure track faculty position in the rank of Assistant or Associate Professor. Responsibilities include teaching undergraduate and graduate courses in Networks, Analog and Digital Filters and Systems Theory. Candidates are also expected to conduct active research in these or related areas, and supervise graduate students at the M.Eng. and Ph.D. level. Applications should be sent to: Dr. W.Z. Fam, Professor and Head, Department of Electrical Engineering, Technical University of Nova Scotia, P.O. Box 1000, Halifax, Nova Scotia, Canada, B3J 2X4.

MCGILL UNIVERSITY. Electrical Engineering. The Department of Electrical Engineering has an opening for a tenure track Assistant Professor position in Communications. The Department has a strong graduate program in several areas. Very good computer facilities are available for research. There is

the opportunity to interact with leading workers in the field and to have industrial contacts. Candidates must have an earned Ph.D. and must have a strong interest in teaching and research. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens or permanent residents. Letters of application, to include full curriculum vitae and names of three references, should be sent to: Chairman, Department of Electrical Engineering, McGill University, 3480 University Street, Montreal, Quebec, H3A 2A7. **UNIVERSITE LAVAL.** Génie Electrique. Description du poste: Professeur adjoint en génie électrique dont les principales responsabilités seront: l'enseignement et le développement de cours en génie électrique, pour les étudiants des 2ème et 3ème cycles, la conduite de recherche dans une des disciplines majeures reconnues par le département, l'enseignement aux étudiants de 1er cycle ainsi que l'encadrement de ceux-ci, la participation aux diverses disciplines constituant le tronc commun du programme actuellement en vigueur, la direction de thèse d'étudiants des 2èmes et 3èmes cycles ainsi que l'encadrement des étudiants, la participation à des comités départementaux, facultaires et universitaires. Critères de sélection: le (la) candidat(e) doit: être titulaire d'un doctorat d'une université reconnue dans une des disciplines du génie électrique ou d'une discipline connexe, pouvoir conduire des expériences de recherche et s'intégrer à une équipe de chercheurs, démontrer ses capacités dans l'enseignement universitaire et transmettre ses connaissances en français. La date limite pour soumettre sa candidature est: le 15 octobre 1982. Toute personne intéressée devra faire parvenir son curriculum vitae à: Dr. Gilles Y. Delisle, directeur, Département de génie électrique, Faculté des sciences et de génie, Pavillon Ouliel, Université Laval, Québec, Québec, Canada, G1K 7P4.

ENGINEERING MECHANICAL

THE UNIVERSITY OF WATERLOO. Department of Mechanical Engineering. Applications are being accepted for the position of a tenure track appointment commencing as soon as mutually agreeable or by September 1983. Applicant should hold a Ph.D. and have research interest in the general area of combustion. The successful applicant will be expected to interact with faculty who have related research interest in thermal engineering. Teaching responsibilities will primarily cover undergraduate and graduate courses in the area of thermal engineering, including combustion, heat transfer, thermodynamics and energy conversion, but a willingness and ability to teach fluid mechanics and engineering mathematics will be an asset. Salary and rank will be commensurate with experience and qualifications. A detailed curriculum vitae, a statement of teaching and research interests, and the names of three references should be sent to: Professor H.W. Kerr, Chairman, Department of Mechanical Engineering, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

THE UNIVERSITY OF WATERLOO. Department of Mechanical Engineering. Applications are being accepted for a tenure track Professorial position in Automatic Control, both digital and analog. An interest in CAD/CAM would be an advantage. Teaching responsibilities will cover undergraduate and graduate level courses in control and automation. Salary and rank will be commensurate with experience and qualifications. A detailed curriculum vitae, a statement of teaching experience and research interests, and the names of three referees should be sent to: Professor H.W. Kerr, Chairman, Department of Mechanical Engineering, University of Waterloo, Waterloo, Ontario, N2L 3G1. The appointment will commence September 1983 or earlier, in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

ENGINEERING METALLURGY

MCGILL UNIVERSITY. Engineering-Metallurgy. Department of Mining and Metallurgical Engineering invites applications for the position of Research Associate in Physical Metallurgy. A Ph.D. degree is essential. The person appointed will conduct research in the annealing of metals and alloys both on a laboratory and on an industrial scale. Experience in physical and mechanical testing is desirable as is some knowledge of refractories and furnace at temperatures. Salary in the range \$20,000-\$24,000. Applications should be submitted by October 1, 1982 to Professor E. Gruzleski, Department of Mining and Metallurgical Engineering, McGill University, 3450 University Street, Montreal, Quebec, H3A 2A7.

ENGINEERING MINING

THE UNIVERSITY OF BRITISH COLUMBIA. Department of Mining and Mineral Process Engineering. Mine Economics — Mine Planning vacancy — To teach and conduct research in mine valuation, mine planning and optimization techniques. Knowledge of computer applications in mine design and operation highly desirable. Salary and Rank — Commensurate with qualifications and experience. Enquiries, including a detailed curriculum vitae and the names of three referees, should be addressed to: Dr. G.W. Felling, Professor and Head, Department of Mining and Mineral Process Engineering, The University of British Columbia, 6350 Stores Road, Vancouver, British Columbia, V6T 1W5, Canada. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

ENGLISH

UNIVERSITY OF BRITISH COLUMBIA. Department of English. Applications are invited for four tenure-track appointments commencing 1 July 1983. Two Assistant Professors will be appointed — one in Canadian Literature (special emphasis on 19th century literature and English-French comparative studies) and one in the Romantics, other than Blake. A third appointment at the rank of Assistant Professor is contemplated independent of area of specialization; consideration will be given to generalists with interest in literary history, critical theory, bibliography and textual criticism, or comparative literature. The minimum qualifications for these positions is a Ph.D., some classroom experience, and a commitment to scholarship and research. The department also seeks to appoint at the rank of Associate Professor a Renaissance scholar competent to teach a wide range of courses in Renaissance prose and poetry. In addition to Shakespeare. Preference will be given to experienced teachers with the Ph.D. and publications. Applications (including full CV's and the names of three referees) should be sent by 30 October to Dr. Ian S. Ross, Head, Department of English, University of British Columbia, 397, 1873 East Mall, Vancouver, B.C. V6T 1W5. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of British Columbia is an equal opportunity employer.

ENVIRONMENTAL STUDIES

UNIVERSITY OF WATERLOO. Faculty of Environmental Studies. Dept. of Man-Environment Studies. Assistant or Associate Professor. Applications are being accepted for a position with a multidisciplinary environmental studies program having its main emphasis on undergraduate teaching. Applicants should have a Ph.D. with qualifications in systems analysis and complex, demonstrated interest and suitability for working in a multidisciplinary group, and Canadian experience. The position is a full-time, two-year definite term commencing July 1, 1983. Salary range is \$24,000 to \$31,200. Applications including a curriculum vitae and names and addresses of three referees should be sent by December 31, 1982 to: Chairman, Department of Man-Environment

Studies, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

FAMILY STUDIES

UNIVERSITY OF GUELPH. Department of Family Studies. Assistant Professor. Ph.D. degree in Sociology or related social science. Teaching and research in marital and family therapy and clinical supervision, family theory, marital and family dynamics. Candidates should have an interest in working within a multidisciplinary environment. Floor for Assistant Professor is \$21,825 (1981-82 rates; 1982-83 under review). Send full curriculum vitae and names of three referees to Dr. B.A. Ryan, Acting Chairman, Department of Family Studies, University of Guelph, Guelph, Ontario, N1G 2W1. Appointment to commence January 1, 1983 or later. Position is open until filled and subject to final budgetary approval. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

FOOD SCIENCE

MCGILL UNIVERSITY. MACDONALD CAMPUS. Food Science. Position in Food Science/Chemistry. McGill University invites applications for the position of assistant professor in the School of Food Science. This is a tenure track position. The successful candidate will be expected to teach food processing and food chemistry, to have research interests in food processing and the ability to stimulate interdisciplinary projects in this area. He/she will also be expected to be interested in contract work that would promote the use of the Food Pilot Plant. Applicants must hold the Ph.D. degree or equivalent and experience in university-level teaching is desirable. The position is now open. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Applications, including a C.V., date of availability and the names of three referees should be sent to: Dr. S.M. Weber, Director, School of Food Science, Macdonald Campus at McGill University, 2111 Lakeshore Road, Ste. Anne de Bellevue, Québec, H9X 1C0.

UNIVERSITY OF GUELPH. Department of Food Science. An assistant professor position is available in the Department of Food Science for an individual with a Ph.D. in Food Science. The successful applicant will have a strong background in good processing with emphasis on low and high temperature preservation and an orientation towards dairy products. Teaching responsibilities include a basic food processing course in low and high temperature preservation, a course in frozen dairy products, and a graduate course in food processing. Excellent opportunities exist for the development of a research program in similar areas with funding from government and industry. Applicants should have an interest in working in a multidisciplinary environment and should be prepared to work closely with industry. The position is divided chiefly between teaching and research. Salary is commensurate with qualifications. Send full curriculum vitae, selected reprints and three referees to Dr. W.R. Osborne, Chairman, Department of Food Science, University of Guelph, Guelph, Ontario, N1G 2W1. Position subject to final budgetary approval and commences January 1, 1983. Deadline for applications is October 15, 1982. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

FRENCH

DALHOUSIE UNIVERSITY. French Department. Applications are invited for the position of Assistant Professor of French Canadian Studies, tenure track position. Successful candidate will have Ph.D., native or near-native fluency and a demonstrated commitment to research. The position could be filled by one full-time person or by

two half-time persons to begin on July 1, 1983. Please send curriculum vitae with names of three referees to Dr. Roseann Runtz, Chairperson, Department of French, Dalhousie University, Halifax, Nova Scotia, B3H 3J5.

GEOGRAPHY

UNIVERSITY OF BRITISH COLUMBIA. Department of Geography. Applications are invited for a tenure track position as Assistant Professor, commencing July 1, 1983. The successful applicant (1) will be an outstanding social scientist who is committed to research and teaching in some aspect of the contemporary geography of human settlements in Western societies; (2) will have a commitment to the development of methods of interpretation and presentation of geographic data; (3) will have excellent teaching ability including a commitment to lower level undergraduate teaching. A Ph.D. degree required by July 1, 1983. Applicants should send a personal resume and names of three referees to: Dr. O. Slaymaker, Department of Geography, 1984 West Mall, University of British Columbia, Vancouver, B.C. V6T 1W5. Telephone: (604) 228-3246. Deadline for receipt of applications: November 1, 1982. Please note: in accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents in the first instance.

GEOLOGY

LAKEHEAD UNIVERSITY. Geology. The Department of Geology invites applications for a tenure track position at the assistant professor level beginning July 1983 or earlier. We are seeking applicants with experience in one or more of the following fields: sedimentology, stratigraphy, stratigraphic geomorphology, sedimentary geochemistry and engineering geology. At the time of appointment the successful applicant must have completed all requirements for the Ph.D. degree and should demonstrate enthusiasm to initiate an energetic research program. Lakehead University is ideally located for research in a wide variety of Archean, Proterozoic and Quaternary deposits. The successful candidate will be expected to teach upper division courses, as well as introductory geology and field courses, to establish a research program in his specialty, and to supervise undergraduate and graduate theses. Candidates should send application, resume and the names and address of three referees to: Mr. D.E. Ayre, Secretary to the University, Lakehead University, Oliver Road, Thunder Bay, Ontario, P7B 5E1. Canadian Immigration regulations require that Canadian citizens and landed immigrants be given preference.

INSTRUCTIONAL PSYCHOLOGY

ATHABASCA UNIVERSITY. Instructional Psychologist/Designer (Two positions). Athabasca University, is a publicly funded institution specializing in distance education programs. These programs, leading to Bachelor degrees in Administrative Studies, Arts and General Studies, are rapidly expanding and now have over 7000 course enrolments. The campus and staff of the university will be moving from Edmonton to the town of Athabasca located 85 miles north, on the Athabasca River. Anticipated relocation date is Dec. 31, 1984. Position One: full-time, continuing appointment; assistant professor level. Duties: to provide instructional support to course teams developing materials for undergraduate courses that will be delivered at a distance; to engage in instructional design related research; participate in unit research, evaluation and training activities. Qualifications: Ph.D. in Instructional Psychology/Technology or Educational Psychology with related Instructional systems experience. Position Two: two year term appointment; assistant professor level, with academic staff to plan, design and develop packaged courses for delivery at a distance. Qualifications: Ph.D. or Masters in Instructional Psychology, Educational Psychology or Psychology, with related skills and experience in instructional

design. Salary: \$25,000 to \$30,000 (both positions). Generous benefits. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents. Reply before Sept. 30, 1982 to: Co-ordinator of Recruitment, Athabasca University, 12352-149 St., Edmonton, Alberta, T5V 1G9.

LAW

THE UNIVERSITY OF ALBERTA. Law. Department of Industrial and Legal Relations in the Faculty of Business invites applications for a full-time tenure-track position from those with teaching and research interests in Legal Relations. Applicants must hold the LL.B. or J.D. degree, further training in law or in a related discipline is highly desirable. The Department offers programs of study in both industrial relations and legal relations, the latter being a new and developing field of study in Canada which provides a broadly-based interdisciplinary approach to legal studies in business and society. The successful applicant will participate in course and program development, and will have a strong interest in research. The position is available immediately. Salary and rank depend on qualifications. Ranges are: Assistant Professor \$27,720 to \$39,820; Associate Professor \$35,420 to \$51,658; Full Professor from \$46,010. In addition, market supplements to ensure competitive offers are negotiable. Canadian citizens and permanent residents will be given preference. Applications should include a curriculum vitae and the names of at least three referees, and should be sent to Linda Sherwood, Department of Industrial and Legal Relations, 321 Athabasca Hall, The University of Alberta, Edmonton, Alberta, Canada, T6G 2E8; telephone (403) 432-3943. The University of Alberta is an equal opportunity employer.

UNIVERSITY OF ALBERTA. Faculty of Law. Faculty of Law, University of Alberta, is able to make one full-time appointment (rank and salary negotiable) with effect from January 1983, (or later, if necessary). Preference will be given to candidates showing a strong commitment to full-time teaching and scholarly writing, preferably with an abiding interest in Jurisprudence. Contact, as soon as possible, the Dean's Office, Faculty of Law, 485 Law Centre, The University of Alberta, Edmonton, Alberta, T6G 2H5. The University of Alberta is an equal opportunity employer, but in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents in the first instance. Application, October 31, 1982.

MATHEMATICS

UNIVERSITY OF OTTAWA. Department of Mathematics. Applications are invited for a tenure-track position at the assistant professor level in the area of analysis; candidates in other fields will also be considered. This appointment commences July 1, 1983. Applicants should have a Ph.D. in mathematics. Excellence in research and teaching is expected. For this position, ability to teach in English and French is a requirement for tenure. Applications, including the names of three referees, should be sent by December 1, 1982 to: M. Déhaz, Chairman, Department of Mathematics, University of Ottawa, Ottawa, Ontario, K1N 9B4.

UNIVERSITY OF WATERLOO. Applied Mathematics. Applications are being accepted for a tenure track position in the Department of Applied Mathematics. The appointee will be expected to participate in undergraduate and graduate teaching as well as research. Special consideration will be given to applicants with experience in mathematical modelling. A detailed curriculum vitae, a statement of research interests, and the names of three referees should be sent to: Professor C.F.A. Beaumont, Chairman, Department of Applied Mathematics, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

UNIVERSITY OF WATERLOO. Department of Applied Mathematics. Applications are being accepted for the position of Postdoctoral Fellow or Research Associate. The

candidate should be a mathematical physicist with experience in quantum chemical calculations. The appointment is for one year, with possible renewal for a second year. The salary is in the range of \$16,000 to \$20,000 per annum, depending on qualifications. The position is open until filled. A detailed curriculum vitae, a statement of research interests, and the names of two referees should be sent to: Professor C.F.A. Beaumont, Chairman, Department of Applied Mathematics, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is directed only to Canadian citizens or Landed Immigrants to Canada.

MEDICINE

UNIVERSITY OF SASKATCHEWAN. Surgery. Assistant Professor in Surgery. Candidate must have M.D. from acceptable University and also have obtained the Fellowship in Surgery from the Royal College of Physicians and Surgeons of Canada. In addition to requisite skills in teaching and general surgical principles, the candidate should have a special interest in gastrointestinal surgery, including colonoscopy, as well as skills and experience in microsurgical surgery. Laboratory research experience is not essential, but the successful candidate will be expected to carry on clinical trials. Salary in accordance with the current Faculty Agreement and the candidate's experience. Please reply to: Dr. F.G. Inglis, Professor and Head, Department of Surgery, University Hospital, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0X0.

UNIVERSITY OF TORONTO. Faculty of Medicine. University Department: Banting and Best Department of Medical Research. University Title: Research Associate. Qualifications required: Candidates should have three to five years postdoctoral experience in thyroid research, cell culture and/or postsynthetic processing of polypeptides. Nature of Duties: The successful candidate will be expected to carry out an independent research program in the area of endocytosis and exocytosis of thyroid cells in culture. Salary \$20,000+ depending upon experience. Person to Whom Enquiries Should Be Sent: Applications with the names of three references should be sent to Dr. G.N. Burrow, Best Institute, 112 College Street, University of Toronto, Toronto, Ontario M5S 1L6. Effective Date of Appointment: Available immediately. Type of Appointment: Contractually limited term appointment to 1985. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents.

QUEEN'S UNIVERSITY. Medicine. The Department of Medicine, Queen's University, invites applications for posts as Resident, for the academic year starting 1 July, 1983, in Internal Medicine and the subspecialties of: Allergy, Cardiology, Nephrology, Neurology, Rheumatology, and Respiriology. Apply by 30 September, 1982, with curriculum vitae to Dr. A.D. Ginsburg, Director of Residency Training, Department of Medicine, Richardson House, Queen's University, Kingston, Ontario, K7L 3N6.

QUEEN'S UNIVERSITY. Medicine. Queen's University, Department of Medicine invites applications from Endocrinologists with special expertise in diabetes to assume direction for the total program in diabetes within the Department. Preference will be given to established investigators in the field of diabetes, but candidates who have recently finished their training and show exceptional promise with regard to a research career will be considered. Academic salary and rank commensurate with experience. This advertisement is directed to Canadian citizens and permanent residents certified in Internal Medicine and eligible for licensure in Ontario. Candidates of both sexes are equally encouraged to apply. Send curriculum vitae and names of three referees to: Dr. E.R. Yeck, Chairman, Endocrinology, Department of Medicine, Queen's University, Kingston, Ontario, K7L 3N6.

UNIVERSITY OF ALBERTA. Medicine. Physical Therapists are invited to apply for a tenurable position in the Faculty of Rehabilitation Medicine. The applicant must have demonstrated expertise in the following areas: (a) muscle testing, (b) exercise therapy. Faculty members are ex-

pected to undertake research. Graduate degree required. Date of commencement: November 1, 1982 — an earlier date may be negotiated. Applicants should include a curriculum vitae with the names of three references. Last date for applications: September 30, 1982. University of Alberta is an equal opportunity employer but, in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications should be sent to the Chairman, Department of Physical Therapy, Faculty of Rehabilitation Medicine, University of Alberta, Edmonton, Alberta, T6G 2G4.

QUEEN'S UNIVERSITY. St. Mary's of the Lake Hospital. Medicine. Geriatrician for St. Mary's of the Lake Hospital, Kingston, Ontario, Canada. The Department of Geriatric and Continuing Care Medicine at St. Mary's of the Lake Hospital, a Queen's University affiliated institution, has an opening for a physician, a certificate of Internal Medicine with special interests in Geriatrics, to participate in a program of patient care, teaching, and research. Salary and academic rank will be commensurate with training and experience. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Candidates of both sexes are equally encouraged to apply. Application and curriculum vitae, along with names and addresses of three referees, should be sent to: Gilbert Rosenberg, M.D., Physician-in-Chief, Department of Geriatric and Continuing Care Medicine, St. Mary's of the Lake Hospital, 340 Union Street, Box 3600, Kingston, Ontario, Canada K7L 5A2.

DAHOUSIE UNIVERSITY. Surgery. Transplant Immunologist (M.D. or Ph.D.) required to join ongoing research program in the Department of Surgery, Dalhousie University. This is a tenured position at the assistant associate professor rank with a joint appointment in the Department of Microbiology. Salary — \$30,000 to \$40,000 plus fringe benefits. The candidate will be expected to develop an independent program within the overall framework of investigation of mechanisms of transplantation tolerance. Association with an active clinical transplant unit is available and undergraduate and graduate teaching is an option. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Apply to Professor H.R. Bitter-Suermann, M.D., Department of Surgery, Victoria General Hospital, Halifax, Nova Scotia, B3H 2Y9.

UNIVERSITE DE SHERBROOKE. Faculté de médecine. Département de médecine. Cardiologie. Senior research associate with academic rank commensurate with experience. Applications are invited from established research workers interested in pursuing independent research in cardiology. Clinical duties will be determined according to the interests and background of the applicant but will be limited to at most 25% of time. Salary ceiling according to qualifications and guaranteed. A working knowledge of French essential. Applications with curriculum vitae should be addressed to: Hugh M. Scott, M.D., Professor and Chairman, Department of Medicine, C.H.U.S. (room 6501), Sherbrooke, Qué., J1H 5N4.

UNIVERSITY OF SASKATCHEWAN. Division of Geriatric Medicine. Applications are invited from suitably qualified physicians for a teaching position in geriatric medicine at the University of Saskatchewan and University Hospital, Saskatoon. The successful candidate will have higher qualifications in medicine (FRCP(C) or equivalent) and training and/or experience in geriatric medicine. For further information please write, enclosing a curriculum vitae to: Dr. Duncan Robertson, Head, Geriatric Medicine, University Hospital, Saskatoon, Saskatchewan, S7N 0X0.

UNIVERSITY OF SASKATCHEWAN. College of Medicine. Department of Anaesthesia. Opportunities for anaesthetists at the Plains Health Centre, Regina. Academic rank and salary commensurate with experience, and is competitive. Successful applicants would be expected to participate in undergraduate and graduate teaching, clinical research, and the clinical practice of anaesthesia, with particular interest in cardiovascular and neuro anaesthesia. Certification in anaesthesia by the Royal College of Physicians and Surgeons of Canada or eligibility for the Royal College examination is required. Plains Health Centre, Regina, Saskatchewan, S4S 5W9.

MUSIC

THE UNIVERSITY OF BRITISH COLUMBIA. Department of Music. Notice of Vacancy in Voice. Position: Full-time Assistant Professor (tenure track). Qualifications: D.M.A. or compensating professional-educational background. Contralto, soprano, or mezzo-soprano. Clear documentation of performance excellence and effective teaching experience will be required. Continuing activity in performance expected. Duties: Instruction in vocal performance at all levels (up to 22 hours per week), possibly including class instruction. Salary: Appropriate to the rank of Assistant Professor, and according to qualifications and experience. Applications and Inquiries: Dr. Wallace Berry, Head, Department of Music, University of British Columbia, 6361 Memorial Road, Vancouver, B.C., Canada V6T 1W5. Please submit: Letter of application and educational professional résumé, including documentation of teaching experience and names, telephone numbers, and addresses of three referees. No tape recordings or publications unless requested later. Appointment date: July 1, 1983. Closing date for Applications: December 3, 1982, or until position is filled. Note: The University of British Columbia offers equal opportunity for employment to qualified male and female candidates. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

THE UNIVERSITY OF BRITISH COLUMBIA. Department of Music. Notice of Vacancy in Ethnomusicology. Position: Full-time faculty position, continuing. Rank according to qualifications and experience. Qualifications: Ph.D. or equivalent training and research achievement. Clear documentation of professional background and potential in scholarly research, as well as teaching experience and effectiveness, must be provided. Competence in ethnic music performance, as well as ability to contribute to programs in historical musicology, music theory, or composition, will be considered. Specialties in Asian or indigenous Canadian music are of particular interest. Continuing professional research activity and publication expected. Outlets: Graduate and undergraduate courses, general and specialized, in non-Western or indigenous Western musics. Primary responsibility for development of graduate program in ethnomusicology, depending on candidate's qualifications and experience. Salary: negotiable, according to qualifications and experience. Applications and inquiries: Dr. Wallace Berry, Head, Department of Music, University of British Columbia, 6361 Memorial Road, Vancouver, B.C., Canada, V6T 1W5. Please submit: Letter of application and educational professional résumé, including documentation of teaching experience and names, addresses, and telephone numbers of three referees. No tape recordings or publications unless requested later. Appointment date: July 1, 1983. Closing date for Applications: December 3, 1982, or until position is filled. Note: The University of British Columbia offers equal opportunity for employment to qualified male and female candidates. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

OCCUPATIONAL HEALTH

McGILL UNIVERSITY. Institute of Occupational Health and Safety. Occupational Health Statistics. Applications are invited for the post of Assistant Professor of Occupational Health Statistics and Member of a newly established Research Team for the Rapid Investigation of Occupational Hazards. The person appointed will be expected to concentrate on epidemiological research related to the work of the team and he or she will also be required to teach postgraduate students the principles of epidemiological statistics and advise academic and scientific staff on survey design and analysis. Applicants should possess a Ph.D. in statistics, have had several years experience and achievement in epidemiological research and methodology and have undertaken postgraduate teaching in occupational

health. An excellent command of spoken and written English and a good working knowledge of French are essential. Salary within normal scales according to qualifications and experience. Initial appointment for 3 years. In accordance with Canadian Immigration regulations the advertisement is directed to Canadian citizens and Landed Immigrants to Canada only. Applications, including curriculum vitae, publications and names of three referees to: Dr. J.C. McDonald, Director, Institute of Occupational Health and Safety, McGill University, 1130 Pine Avenue West, Montreal, Québec, Canada, H3A 1A3. Deadline October 1st, 1982.

McGILL UNIVERSITY. Institute of Occupational Health and Safety. Occupational Epidemiology. Applications are invited for the post of Assistant Professor of Occupational Epidemiology and Member of a newly established Research Team for the Rapid Investigation of Occupational Hazards. The person appointed will be expected to concentrate on epidemiological research related to the work of the team. He or she will also be required to teach postgraduate teaching and in the supervision of student projects. Applicants should be physicians with formal training in epidemiology and several years experience and achievement in epidemiological research, preferably in the field of occupational health. A good command of both English and French are essential. Salary within normal scales according to qualifications and experience. Initial appointment for 3 years. In accordance with Canadian Immigration regulations the advertisement is directed to Canadian citizens and Landed Immigrants to Canada only. Applications, including curriculum vitae, publications and names of three referees to: Dr. J.C. McDonald, Director, Institute of Occupational Health and Safety, McGill University, 1130 Pine Avenue West, Montreal, Québec, Canada, H3A 1A3. Deadline October 1st, 1982.

OCEANOGRAPHY

THE UNIVERSITY OF BRITISH COLUMBIA. Department of Oceanography. Applications are invited for a 12-month position, available January 1, 1983, at the beginning Assistant Professor level in the Department of Oceanography. Of primary interest is a person having training in one of the following areas: 1) marine microbiology (heterotrophic production, microbial ecology), 2) benthic processes (chemical, physical and biological interactions in the benthic boundary layer), or 3) marine sedimentology/geochemistry (sedimentary processes, isotopes). However, applications submitted by qualified persons in any oceanographic specialty will also be considered. Candidates should have a Ph.D. qualification and relevant postdoctoral experience and will be expected to help establish and to teach in a new combined undergraduate programme in oceanography, in accordance with Canadian Immigration requirements, the advertisement is directed to Canadian citizens and permanent residents. Closing date for application is September 30, 1982. Submit curriculum vitae and the names and addresses of three referees to: Dr. S.E. Calvert, Head, Department of Oceanography, University of British Columbia, 6270 University Boulevard, Vancouver, B.C., Canada, V6T 1W5.

PHARMACOLOGY

McGILL UNIVERSITY. Dept. of Pharmacology Research Associate for work on CNS regulation of cardiovascular function in hypertensive animals. Required: M.D. or Ph.D. with demonstrated experience in above area (preferably post-doctoral). Salary: \$14,000 to \$20,000 for one year (non-renewable), depending on experience. Contact Dr. G. Kubos, Dept. of Pharmacology, McGill Univ., 3655 Drummond St., Montreal, Québec, H3G 1Y6. CV and names of 3 referees required. Starting date: Feb. 1, 1983. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

PHYSICS

CARLETON UNIVERSITY. Physics. The Physics Department of Carleton University invites applications for a tenure track appointment (subject to budget approval) at the Assistant Professor rank or, in exceptional cases, at the Associate Professor rank, commencing July 1, 1983. There is a possibility that the position could become available as early as January 1, 1983. Candidates should have sufficient experience and interest in microelectronics to be able to offer undergraduate courses in digital electronics and the use of microprocessors in the control and analysis of physics experiments. Preference will be given to candidates having research experience and interests in the development of hardware for instrumentation involving particle detectors for high energy physics experiments. Applications with curriculum vitae and names and addresses of three referees should be sent by September 30, 1982, to: Dr. M.K. Sundaresan, Chairman, Department of Physics, Carleton University, Ottawa, Ontario, Canada, K1S 5B6. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

UNIVERSITY OF WATERLOO. Physics. The Department of Physics is offering several postdoctoral fellowships for research work in the areas of experimental and theoretical solid state physics, surface physics and energy conversion and storage. The fellowships are good for a period of 1 year and are renewable for a second year by mutual agreement. Some teaching duties may be arranged. A brochure outlining current research programs will be sent on request. Applicants should send a resume and names of 3 references to Prof. F.W. Boswell, Department of Physics, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

POLITICAL SCIENCE

BISHOP'S UNIVERSITY. Political Science. Applications are invited for one full-time tenure stream position as Assistant or Associate Professor level commencing July 1, 1983. Applicants should hold the Ph.D. degree and have teaching experience and a research record. Familiarity with Quebec and the French language are desirable. The successful candidate will teach undergraduate courses in the following areas: Canada/Ouebec, Public Administration and Policy, Methods. The 1981-82 salary floors were Assistant Professor \$34,071, Associate Professor \$37,071. Please submit applications with curriculum vitae and names of three referees prior to December 31, 1982 to Dr. K.J. Kuepper, Dean of the Faculty, Bishop's University, Lennoxville, Quebec, J1M 1Z7.

PSYCHIATRY

UNIVERSITY OF SASKATCHEWAN. Psychiatry. Head of Psychiatric Teaching Unit. A position is available as Head of a new Teaching Unit at City Hospital, Saskatoon, Saskatchewan. This Unit serves as a base for inpatient programmes as well as travelling clinics, Home Care services and an outpatient programmes. The Unit also provides teaching programmes for Medical Undergraduate Students as well as Psychiatric and Family Medicine Residents. The successful candidate will have a full-time appointment with the University of Saskatchewan's Department of Psychiatry and be expected to involve him/herself in service, teaching and research. Plans are underway for the development of a new psychiatric unit in a proposed new general hospital. The successful applicant will be able to participate in its design. Salary range will be commensurate with qualifications and experience. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Please address enquiries to: I.M. McDonald, M.D. F.R.C.P.(C), Professor and Head, Department of Psychiatry, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0X0.

PSYCHOLOGY

UNIVERSITY OF ALBERTA. Psychology. The Department of Psychology, University of Alberta, invites applications for a tenureable appointment. This appointment will be made at the junior assistant professor level (\$27,720 - 28,820). Candidates should have demonstrated research competence in mathematical models of visual functioning and digital image processing, human factors engineering techniques, and quantitative methodologies. The candidate should be prepared to teach graduate level courses, particularly in multivariate analyses, and undergraduate courses in human factors and ergonomics. Competence will be evaluated by quantity and quality of publications as well as success in teaching and collegial interactions. The University is an equal opportunity employer, but in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Deadline for applications: October 31, 1982. Apply to: Dr. V. DiGirollo, Department of Psychology, University of Alberta, Edmonton, Alberta, T6G 2H1.

THE UNIVERSITY OF WESTERN ONTARIO. Department of Psychology. Subject to budgetary approval, a tenure track appointment in Applied Psychology at the assistant professor level. We are seeking outstanding candidates with demonstrated research capability in one of the following areas: adult or child clinical, clinical neuropsychology, community, educational, or industrial/organizational. Strong candidates with other applied research interests will be seriously considered. Position effective either September 1, 1982 or January 1, 1983. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Send vitae, representative publications, and at least three letters of recommendation to Dr. W.J. McClelland, Chairman, Department of Psychology, University of Western Ontario, London, Ontario, N6A 5C2.

RADIOLOGY

UNIVERSITY OF SASKATCHEWAN. Radiology. Wanted — One general diagnostic radiologist and one vascular and interventional radiologist. Academic positions in beautiful new extension to University department. Successful candidates can to a large extent develop their own interests, with considerable choice of the mix of service, teaching and research. In a city of optimum size, spend less time driving. Enjoy clean air, a sunny climate and ready access to hunting, fishing and cross-country skiing. Competitive salary and fringe benefits. Obtain full details at no obligation by a collect phone call to: 306-343-3041, C. Stuart Houston, Head, Department of Diagnostic Radiology, University Hospital, Saskatoon, Sask. S7N 0X0.

RELIGIOUS STUDIES

EMMANUEL COLLEGE. Theology. Applications are invited for an appointment in Systematic Theology in Emmanuel College, a theological college of the United Church of Canada, a member college of the Toronto School of Theology. A doctoral degree is required. Rank and salary commensurate with qualifications, this advertisement is directed to Canadian citizens and permanent residents. Applications, including a detailed curriculum vitae should be sent by October 1, 1982 to the Chairman of the Appointments Committee, Emmanuel College, 75 Queen's Park Crescent, Toronto, Ontario, M5S 1K7.

UNIVERSITY OF ALBERTA. Religious Studies. Sessional Lecturer in Eastern Religions, January 1-April 30, 1983. To teach three half courses in the second term of the 1982-83 Winter Session at the University of Alberta as follows: Religion 204 introduction to Eastern Religions — 3 credits, Religion 316 Taoism & Chinese Culture — 3 credits, Religion 319 Chinese Buddhism — 3 credits. Candidates should preferably have a Ph.D. in the field. Preference will be given to Canadian citizens and permanent residents in accordance with the directive from the Minister of Employment and Immigration. Salary offered, \$9,700 for the four month period. No travelling expenses will

be covered. Applications, including curriculum vitae and names of referees should be sent in confidence to: Dr. K.D. Prithipaul, Chairman, Department of Religious Studies, University of Alberta, Edmonton, Alberta, T6G 2E1. Tel: (403) 432-2174.

SOCIAL WORK

CARLETON UNIVERSITY. School of Social Work. Faculty position in Social Work, Social Administration and Policy. The School of Social Work invites applicants to teach practice courses in either the Direct Intervention or Social Administration and Policy sequences. The tenure track position(s) also entails teaching electives, supervising research, and consulting on field placements. Ph.D. in Social Work or other social sciences, or equivalent experience, are required. Candidates should have extensive work experience in the field and a record of scholarly achievement. Interested candidates can send their vitae to: Chairperson, Search Committee, School of Social Work, Carleton University, Ottawa, Ontario K1S 5B6. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

VETERINARY MEDICINE

UNIVERSITY OF GUELPH. Ontario Veterinary College. Department of Clinical Studies. The following positions, created through the granting of new funding and through retirements, are available in the Department of Clinical Studies. Positions may be probationary (tenured) or contractually limited depending upon qualifications and experience. Successful candidates will be expected to divide their time between teaching at the undergraduate and graduate levels and in research and clinical service. Joint appointments with other Departments in the University are encouraged. A D.V.M., Board certification and/or a Ph.D. with a minimum of 5 years since D.V.M. graduation are desirable for each of the positions. Salaries and academic rank are negotiable and subject to budgetary approval. **OPHTHALMOLOGY** — One position: This position offers an opportunity for a young clinician to develop a program in ophthalmology within a collegial environment. Research will be encouraged, ample clinical material is available. **CLINICAL PHARMACOLOGIST/ANAESTHETIST** — One Position: This position is a new one created to strengthen our expertise in therapeutics and to augment an already strong program in anaesthesiology. The successful candidate would be expected to work closely with clinicians in the Department in the development of joint research projects. **THIRIOGENOLOGISTS** — Two positions: Applicants must be experienced in all aspects of reproduction in the domesticated species. Successful candidates will be part of a four man team of clinical thiriozenologists who have as their mandate the further development of excellence in research and teaching at an applied level. **INTERNAL MEDICINE** — Three positions: Preference will be given to candidates who have a keen interest in developing research and teaching programs in one of neurology, dermatology or respiratory function in large and small animals. Successful candidates would be expected to share the teaching responsibilities with faculty currently functioning in these areas. **HEALTH MANAGEMENT/ PREVENTIVE MEDICINE** — One position: This is a new position created to strengthen the continuing development of health management as a discipline with the Department. Preference will be given to a candidate who has particular interest in swine, especially in the development of research and teaching programs associated with genetics or ethology as they relate to piglet viability or the economics of production. **ETHOLOGY** — One position: Applicants should be experienced in behavioural abnormalities in various species as they relate to diseases, to reduced production and to thanatology. This is a new position created to allow the expansion of this important and developing aspect of veterinary medicine. The University has an attached campus of about 10,000 students within the City of Guelph, a city of 75,000 people. Adequate private housing of all types is available at prices which compare favourably with those

in other urban areas in Canada. Water sports, respectable skiing, international calibre ballet, theatre and music of all kinds are all available within easy driving distance of the campus. Departmental members have active joint research projects underway with faculty in nearby medical teaching hospitals and other Departments in the University; such co-operative research is encouraged. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. For further information contact Dr. M.R. Wilson at 519-824-4120 extension 2600 or write to the Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, N1G 2W1. A curriculum vitae and three letters of reference should accompany the letter of application.

WRITING

YORK UNIVERSITY. Faculty of Arts. Applications are invited for a full-time tenure-track position in the Writing Workshop in the Faculty of Arts. The Writing Workshop gives undergraduate students individual tutoring on the writing of academic essays in all subjects. The Workshop also engages in other kinds of projects designed to improve student writing, and has longstanding links with an inter-disciplinary programme in English as a Second Language. The successful candidate must have an M.A. or higher degree, a record of excellence in the one-to-one teaching of writing, and a professional commitment to the teaching of writing. The candidate will be expected as well to undertake a term as Director of the Workshops as soon as possible. Evidence of a candidate's familiarity with current applied research and theory in the field of rhetoric and composition will be an advantage. Applications should particularly include descriptions of the candidate's experience in the teaching of writing. Rank and salary will be commensurate with qualifications and experience. Starting date: January or September, 1983. Applications and names of three referees should be sent before October 15, 1982, to Professor Ron Sheese, Associate Dean, Faculty of Arts, 5932 Ross Building, York University, Downsview, Ontario, M3J 1P3. Position subject to budgetary approval. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

ACCOMMODATION

SABBATICAL — MONTREAL (NDG). House for Rent, January 83 to December 83. Two storey cottage, furnished. Three bedrooms, study/bedroom, dining room, kitchen, fireplace, basement, five appliances, off street parking, minutes from metro. References requested. \$950.00 per month (514) 484-9411 evenings, 343-6259 days.

APT MEUBLE A LOUER a Paris, 15e, près, métro autobus, 50m², 22e étage, salle de bain complète, piscine sur le toit à l'année. Plan sur demande. (514) 737-1955.

LONDON, U.K., furnished 1 bdrm. apt., central, transit close, leafy square £65 week. 416-667-3418.

FACULTY EXCHANGE

THE FACULTY EXCHANGE CENTRE, non-profit, faculty-administered, helps arrange teaching and/or housing exchanges within North America and overseas. For details send self-addressed envelope, name, two postal codes to 952 Virginia Avenue, Lancaster, Pennsylvania, U.S.A., 17603.

TRAVEL

TRAVEL. China. Learn Chinese language and culture in Peking, followed by a tour of China. Total 7 weeks September to November \$3490. Luna Tours, 372 Somerset St. West, Toronto, Ontario, M5T 0K1. Phone (416) 235-6783. Spring, Summer, Fall sessions 1983 also available.

TAX TIPS

Expenses and the university teacher

by Joost Bloom

Salaried employees, like university teachers, have very little scope for creativity in calculating their income on their tax return. What they earn is all added up on T4 slips, or slips from the bank, and they are denied the satisfaction of listing a long series of expenses that would reduce their tax burden to a more acceptable level. Their frustration is not eased by knowing that they have in fact incurred many expenses, few of which seem to be allowable under our income tax laws.

This article is not meant as a guide to deductible expenses for the university teacher; detailed information can be found in the *CAUT Income Tax Guide 1981*, as well as in Revenue Canada — Taxation publications such as the annual Tax Guide, Information Circulars, and Interpretation Bulletins. This article will simply try to sketch in the background to the rules that govern the deductibility of expenses, explain the rationale for the rules, and mention some of the ways that the November 1981 Budget proposed changing them. The status of the Budget proposals was still uncertain at the time of writing; the Minister of Finance had already withdrawn or modified some of them, and further changes were still possible.

The first noteworthy feature of the Income Tax Act, so far as expenses are concerned, is the segregation of each taxpayer's income into (a) income from office or employment, (b) income from business, and (c) income from property. There is a radical difference, so far as deductible expenses are concerned, between income from office and employment, and the other two forms of income. Although income from business and income from property involve virtually identical rules as to deductions, they are treated differently for some tax purposes, and are probably distinct concepts in most taxpayers' experience, so I have kept them distinct here.

Aside from a small list of rather narrowly defined deductions, no expense relating to the earning of income from office or employment is deductible. Still, university teachers do make expenditures that help in earning their income. They buy books to keep up to date; pay membership fees in various learned societies; subscribe to journals in their discipline; perhaps buy equipment, like a personal computer or a word processor, to assist in research or publication that is unpaid and will not produce any form of income. None of these expenditures is deductible or depreciable for tax purposes.

The result is that the only significant expenses a university teacher may deduct from his employment income are his union or faculty association dues, fees paid to maintain a professional status recognized by statute, and any travel expenses the teacher is obliged to pay out of his own pocket while travelling in the course of his employment. (Research grants, it should be noted, are a special category of income distinct from employment income. To the extent that he receives a research grant, the teacher can deduct the expenses of his research, although the same expenses would not be deductible against his salary income.)

If the university teacher has income from business, the range of deductible expenses becomes much wider. Business income, unlike employment income, is defined in the Income Tax Act as being the profit from the business during the year. Therefore, subject to some specific restrictions in the statute, and provided the expenditure is reasonable under the circumstances, any expenditure that represents a cost of the business may be deducted. A business, for tax purposes, includes a profession, so any university teacher who derives income from practising a profession, or giving special lectures, or any other activity that qualifies as a business, has the opportunity to claim whatever expenses he incurred in the course of this activity.

The kind of expenses most university teachers have, such as subscribing to learned journals, maintaining memberships in learned societies, and travelling to conferences (so far as that is not paid for by their university) becomes deductible if they can be related to the teacher's professional or business income. If they relate partly to the outside income, and partly to the teacher's employment, a suitable apportionment must be made.

Another popular deduction is the cost of an office in the home. The rules here are quite strict, although, one suspects, not always observed. The office must demonstrably help the teacher earn business income, it must be separate from the rest of the house, and it must be unavailable to the teacher's family for their personal use. If the requirements are met the teacher can deduct an appropriate fraction of the total costs of maintaining the home, such as mortgage interest, utilities, and so forth, as representing the expense of maintaining the room he uses as an office. (Capital cost allowance should not be claimed on the structure, because the Department treats that as impairing the capital gains exemption for the principal residence, but furniture and other equipment can be depreciated.)

Since having business or professional income makes so many expenses deductible, it would be agreeable if university teachers could characterize their activities as a business

rather than as employment. The courts and the Tax Review Board have unfortunately taken the line that university teaching, even on a part-time basis, is an employment activity because the teacher is functioning as an integral part of the educational institution, not as an independent contractor. The leading case on this point involved a federal government employee who found time to teach courses at no fewer than three different universities and colleges. His fees, from each of these institutions, were held to be employment income. Therefore only freelance teaching, outside the context of a regular institutional teaching programme, may qualify as a business for tax purposes.

If a university teacher does carry on activities that can be characterized as a business, it is not necessary that he make a profit from this business each year in order to claim expenses. The law distinguishes between hobbies, which are activities with no reasonable expectation of profit, and businesses, which do involve a reasonable expectation of profit. How reasonable the expectation has to be is a question that has been approached in various ways by the courts. In some cases a business was recognized although the prospect of making money was anything but immediate.

Pastimes like car racing and writing novels tend to be classified as hobbies unless the taxpayer goes about them with a degree of perseverance and professionalism. Farming is quite often held to be a business, despite the apparent ineptness of the taxpayer's efforts to work the farm, because it is often possible that he will make some money out of it eventually. (It should be noted, though, that losses on a farming business can only be deducted from other income within strict limits, unless farming is the taxpayer's primary source of income.) A university teacher who can plausibly have some expectation of consulting or lecturing fees in the foreseeable future, can therefore often make a case that he is carrying on a consulting or lecturing business, even where the business so far has yielded no profits. The same could apply to a university teacher who expected, with some reason, to derive income in the future from publishing his writings.

If the taxpayer can show that he has a business or profession in addition to his employment, any loss he runs on that business or profession (i.e. any excess of properly deductible expenses over revenue) can be deducted from his other income. Obviously the Department will tend to scrutinize this sort of claim with a fairly jaundiced eye. If an English teacher, for example, deducts the cost of travelling to the Riviera each year on the ground that he is researching a romantic novel, but there is no sign of an eventual financial return, the Department is likely to take the position that there is really no business being carried on. But so long as the taxpayer can substantiate that his expectation of future profit is reasonable, in the fairly generous sense in which the courts have interpreted that concept, he is within his rights to take the deduction.

If a taxpayer does operate a business or practise a profession he will have to allocate the costs of the operation between current expenses and capital expenditures. Only current expenses are deductible in the year they are incurred; capital expenditures must be written off over a period of years. Fundamentally the difference between current and capital expenditures is that the capital expenditures enhance the profit-making structure of the business in a more or less lasting way, whereas current expenditures are the routine costs of running the business. Thus the cost of buying equipment, or books, or special clothing, are all capital, but the cost of supplies, materials, and periodical subscriptions, are current.

The rate at which the cost of capital assets can be written off against income is laid down in the Income Tax Act, and depends on how the asset is classified for the purposes of the capital cost allowance deduction. The rates vary from 4 per cent to 100 per cent a year, on a declining balance basis. It is essential to remember that only assets bought for the purpose of using them to earn income can be depreciated under these rules. If an asset, like a personal computer, is used partly for earning income and partly for family amusement, the taxpayer should apportion its cost between the two purposes, and depreciate only the part of the cost that reflects the asset's income-earning use.

The November 1981 Budget included one change to the capital cost allowance system. Instead of being able to take a full year's depreciation for any asset owned at the end of the tax year (the tax year, for business income, is the fiscal period of the business; for property income, it is the calendar year), the taxpayer will be able to claim only half a year's depreciation in the first year he owns the asset. That will lessen the advantage of buying assets just before the end of the year, in order to get the full write-off for that year.

Capital cost allowance is important in calculating the income from a business, but for the average taxpayer it is likely to be much more important in connection with income from property. Property income, for most taxpayers, includes only three things: interest on intangibles, dividends on shares, and rent on real property. Bonds, shares, and other intangible assets are not depreciable because they aren't used up in the course of earning income, but buildings are depreciable.

The deduction for capital cost allowance on a building can be very large; wood frame buildings can be written off at 10 per cent, so on a \$100,000 house (cost excluding the land) used to earn rental income, the first year's deduction would be \$10,000 (under the present rules), the second year's \$9,000, and so on. If your rental income just about covers your current expenses like interest on the mortgage, repairs, utilities and the like, the additional deduction for capital cost allowance produces a loss. Because this loss is usually artificial, in the sense that the building is actually going up in value instead of down, the law was changed in the early 1970s to bar the deduction of capital cost allowance on rental properties, beyond the net income those properties were producing.

The other important deduction for property income is interest. As with all expenses, interest is only deductible if the money is borrowed to earn income. Interest on the mortgage on the family home is not deductible, but interest on money borrowed to buy shares, revenue-earning real estate, or other investments is deductible. From time to time taxpayers who have income-earning investments, but borrow for some personal purchase, try to argue that the interest on that loan should be deductible because they borrowed the money to preserve their income-producing property. The courts have consistently (though not strictly logically) refused to allow interest to be deducted on this ground. The taxpayer must therefore sell his income-earning assets, use the proceeds to buy his house or his car, and then borrow to purchase new (preferably different) income-earning assets. The interest charges on the borrowed funds will then be deductible, at least so long as the taxpayer ensures that the borrowing is not too closely connected, in time or otherwise, with the acquisition of his personal asset.

The November 1981 Budget proposed far-reaching changes to individual taxpayers' right to deduct interest on money borrowed to earn income from property. Interest on money borrowed to make contributions to an RRSP or a registered pension plan will no longer be deductible. More importantly, interest on money borrowed to purchase any form of income-earning property will be deductible only to the extent of the income that the taxpayer derived from property in the year. (Such a restriction is already in place for money borrowed to buy land for speculative resale.) Subsequently the Minister of Finance announced that the latter restriction would be phased in over two years, rather than imposed immediately, and that certain exemptions would be made for money borrowed to invest in Canadian corporations.

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Racism...p.23

is itself questionable. Public opinion was certainly declared to be racist, but there is little clear documentation of it. Mackenzie spoke in parliament of being besieged with letters calling for deportation of Japanese, but the records reveal only 18 letters, most from the same group in Vancouver. How does one explain the seemingly dramatic swing in public opinion from racist anti-Japanese feeling in B.C. during 1941 to public outcry in their defence during 1946? Sunahara notes the change but is unable to account for it. In the context of manipulated public opinion, political expediency, and distorted information, the assumption of 'racism' as a deprooed orientation appears too simplistic. Many

questions remain to be explored concerning the mechanisms behind the social construction of what constitutes public opinion.

In summary, Sunahara presents an excellent, detailed, and well balanced descriptive history of the treatment of Japanese Canadians during the war years. The work of analyzing the causal processes behind these racist actions and public opinion remains to be done. Hopefully, the information which Sunahara documents here will provide the basis for further theoretical analysis of the mechanisms behind these processes, which may lead to fuller understanding of the politics of racism and similar social movements.

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